DOCUMENT RESUME

ED 110 193 PS 007 989

| | |
|---|---|
| TITLE | HSST/CDA Trainee Handbook. |
| INSTITUTION | Southern Illinois Univ., Carbondale. |
| SPONS AGENCY | Office of Child Development (DHEW), Washington, D.C. |
| REPORT NO | OCD-H-5189 |
| PUB DATE | Oct 74 |
| NOTE | 169p. |
| EDRS PRICE | MF-$0.76 HC-$8.24 PLUS POSTAGE |
| DESCRIPTORS | *Behavioral Objectives; Child Development; Classroom Environment; *Early Childhood Education; *Evaluation Criteria; Group Relations; Parent School Relationship; *Performance Based Teacher Education; Records (Forms); Resource Materials; Self Concept; Teacher Characteristics; *Teacher Education; Teacher Responsibility; Teaching Techniques |
| IDENTIFIERS | CDA; *Child Development Associate |

ABSTRACT

This handbook was developed to provide a new trainee with an understanding of the Child Development Associate (CDA) program at Southern Illinois University, by outlining the competency objectives and assessment procedures. The handbook is divided into three sections. Section 1 contains a copy of the entering assessment form which includes the six basic CDA competency areas and specific objectives within each area. CDA trainees rate themselves on their degree of training and experience for each objective. The six competency areas are: (1) provide and maintain a safe and healthy learning environment; (2) promote physical and intellectual competence; (3) build positive self-concept; (4) organize and sustain the positive functioning of children and adults in a group learning environment; (5) provide optimal coordination of home and center child-rearing practices and expectations; and (6) carry out supplementary responsibilities related to the children's programs. Section 2 lists the following items for each of the specific objectives: (1) what the trainee should know; (2) what the trainee should be able to do; (3) what the local assessment team will look for in trainee classrooms; (4) examples of specific materials and equipment for the classroom; (5) helpful resources; and (6) assessment procedures. Section 3 provides copies of assessment forms used. (ED)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDPS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED110193

# HSST/CDA
# TRAINEE HANDBOOK

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PS 007989

SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS

60602

ED110193

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# HSST/CDA TRAINEE HANDBOOK

NANCY L. QUISENBERRY, PROJECT DIRECTOR
MELVIN NOE, PROGRAM MANAGER
GERALDINE BONIE, PROJECT ASSISTANT
BEVERLY J. MILAM, PROJECT ASSISTANT

DRAFT COPY FOR FY 75
OCTOBER 1974

THE WORK HERE IN WAS PERFORMED PURSUANT TO GRANT #H5189 WITH THE REGION V OFFICE OF CHILD DEVELOPMENT THROUGH SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILLINOIS.

CONTRACTORS UNDERTAKING SUCH WORK UNDER GOVERNMENT SPONSORSHIP ARE ENCOURAGED TO EXPRESS FREELY THEIR PROFESSIONAL JUDGEMENT IN THE CONDUCT OF THE WORK, POINTS OF VIEW OR OPINIONS STATED DO NOT THEREFORE NECESSARILY REPRESENT OFFICIAL OFFICE OF CHILD DEVELOPMENT POSITION OR POLICY.

PS 007 989

Copyright © 1974
by The Board of Trustees, Southern Illinois University-
Carbondale

Southern Illinois University
Carbondale, Illinois 62901

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY,
Southern Illinois University
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

## ACKNOWLEDGMENTS

MANY RESOURCES WERE USED TO COMPILE THIS HANDBOOK. IN ADDITION TO THE CDA COMPETENCY LIST AND THE MATERIALS SUPPLIED BY THE CDA CONSORTIUM AND HEAD START SUPPLEMENTARY TRAINING, TWO MAJOR RESOURCES WERE UTILIZED: A COMPETENCY-BASED PROGRAM DEVELOPED AT INDIANA UNIVERSITY DEVELOPED BY ANNIE L. BUTLER, MARION SWAYZEE, AND VIRGINIA WOODWARD AND THE EARLY CHILDHOOD PRESCHOOL PROGRAM DEVELOPED AT SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE BY NANCY QUISENBERRY, MARGARET MATTHIAS, MELBA PONTON AND MICHAEL ZUNICK.

BOOK, ARTICLES, AND OTHER MATERIALS LISTED IN THE HELPFUL RESOURCES SECTIONS WERE ALSO UTILIZED IN THE PREPARATION OF THIS HANDBOOK.

# TABLE OF CONTENTS


PREFACE . . . . . I

AN EXPLANATION OF THE HANDBOOK . . . . . II

USE OF THE HANDBOOK . . . . . V

SECTION I - ENTERING ASSESSMENT FORM

SECTION II - COMPETENCIES

I. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT . . 1

II. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCY . . . . . 26

III. SELF CONCEPT . . . . . 61

IV. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT . . . . . 78

V. BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATION . . . . . 87

VI. CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS . . . 97

SECTION IV - ASSESSMENT FORMS

A001 CHECKLIST FOR: ORGANIZES SPACE INTO FUNCTIONAL AREAS RECOGNIZABLE TO THE CHILDREN

A002 CHECKLIST FOR: ORGANIZES SPACE INTO FUNCTIONAL AREAS RECOGNIZATO THE CHILDREN

A003 Checklist for: Planned Arrangement of Furniture, Equipment and Materials

A004 Checklist: Maintain a Planned Arrangement for Furniture, Equipment and Materials

A005 Checklist: Problem Solving

A006 Checklist: Take Preventive Measures Against Hazards to Physical Safety

A007 Record of Trainee/Supervisor Conference

A008 Classroom Observation - Classroom Organization

A009 Classroom Observation

A010 Competency: Recognizes Unusual Behavior or Symptoms in Children

A011 Classroom Observation - Dramatic Play/Utilization of Play Impulse

A012 Record of Art Activities Planned and Implemented by Trainee

A013 Trainee's Response to Family - Cultural Variations

A014 Checklist of Classroom Activities and Schedule

A015 Record of use of Persons, Materials, or Places (Field Trips) Representative of Various Backgrounds or Experiences

A016 A Suggested Form for Your Use - Parent Resource Inventory

A017 Parent Conference

A018 Assessment Form - Parent Enrichment Form

A019 Self Concept

A020 Self Concept

A021 Self Concept

# PREFACE

## Background

In 1973-74 Head Start Supplementary Training at Southern Illinois University - Carbondale entered a new phase. At that time the concept of the Child Development Associate (CDA) was incorporated into the program. Approximately two-thirds of the trainees opted to move into a CDA program.

During the 1973-74 grant year, plans were made to provide competency based training to all CDA trainees in the program. This Handbook is a product of that planning. Through discussion with trainees, through participation in HSST/CDA workshops, early childhood education conferences, CDA Consortium presentations, and the Illinois Association of Career Development Organizations, and through past experiences with children and programs for children, the HSST/CDA grant team devised this Handbook as a guide for CDA trainees in the 1974-75 grant year.

This year will serve as a pilot year for the Handbook. The use of Field Supervisors with the trainees will allow for valuable input and reaction to its contents. It will be continuously reviewed with changes anticipated for future years.

## An Explanation of the Handbook

This Handbook was developed to provide the entering trainee with an understanding of what is expected in the CDA program. It provides a basis of understanding for all persons working with trainees, i.e. staff, instructors, field supervisors, and Local Assessment Teams (LAT). The competencies which the trainee is expected to meet and the assessment procedures which will be used are clearly stated and provided.

Section I. The first section consists of the Entering Assessment form with an explanation of its use.

Section II. Each competency statement is presented separately in this section. A statement of what the trainee "should know" and "should be able to do" follows each CDA competency statement. This provides the trainee with a more practical understanding of the competency statement.

Since competencies may be met in many ways, the next part of Section II tells what the Local Assessment Team (Hereafter referred to as the LAT) may look for in the trainee's classroom. The may is a critical factor here in that 1) all LAT's will not

LOOK FOR THE SAME ACTIONS IN DECIDING WHEN A COMPETENCY HAS BEEN MET; AND 2) IT WOULD BE IMPOSSIBLE FOR THE HSST/CDA STAFF TO DEFINE ALL THE POSSIBLE WAYS THAT A TRAINEE MIGHT SHOW THAT A COMPETENCY HAS BEEN ACHIEVED.

THE NEXT PART IS A LISTING OF MATERIALS, EQUIPMENT, METHODS, FORMS, ETC. THAT COULD BE USED TO DEMONSTRATE A COMPETENCY. AGAIN, THIS LIST IS OPEN TO WAYS THE TRAINEE MIGHT USE THAT ARE NOT INCLUDED. FOR EACH COMPETENCY A LIST OF READING RESOURCES HAS ALSO BEEN INCLUDED. IN SOME CASES THE LIST APPEARS ONLY WHERE IT IS FIRST APPLICABLE AND THEN IS REFERRED TO FOR LATER COMPETENCIES.

FINALLY, THE LAST PART INDICATES TO THE TRAINEE THE ASSESSMENT METHOD THAT IS TO BE USED AND INDICATES WHICH FORMS ARE APPROPRIATE. THERE WILL BE AN OVERLAPPING OF THE USE OF THE FORMS AND THIS WILL BE POINTED OUT TO THE TRAINEES AS THEY PROCEED THROUGH THE COMPETENCIES.

SECTION III. THIS SECTION INCLUDES ALL OF THE ASSESSMENT FORMS DEVELOPED BY THE PROJECT STAFF. NO PAPER AND PENCIL TESTS HAVE BEEN DEVISED, BUT THEY WILL BE USED IN THE INSTRUCTIONAL MODULES WHICH ARE STILL BEING DEVELOPED.

THE ASSESSMENT FORMS WERE DEVELOPED TO MATCH THE COMPETENCY STATEMENTS. THE KNOWLEDGE STATEMENTS WILL BE EVALUATED THROUGH THESE FORMS AND THROUGH THE EVALUATION TOOLS OF THE COURSE INSTRUCTORS. A BASIC ASSUMPTION HERE IS THAT A TRAINEE WILL HAVE THE BACKGROUND KNOWLEDGE AND INFORMATION IN ORDER TO PERFORM THE BEHAVIOR LISTED IN THE COMPETENCY STATEMENT. TESTS WHICH WILL BE USED TO EVALUATE KNOWLEDGE WILL BE DEVISED BY THE INSTRUCTORS OFFERING MODULES AND COURSES.

## Use of the Handbook

Complete copies of this Handbook will be placed in large looseleaf folders in each participating agency. Each field supervisor will also carry a complete copy.

Trainees will examine these copies, and after completing the Entering Assessment Form, select the competency on which they want to work. The section of the Handbook which defines that competency along with the matching assessment forms will be placed in a small loose leaf folder for the trainee's immediate use. As a competency is completed, all related forms will be entered into the trainees Profile Folder. This folder will provide the basis for awarding the CDA credential.

10443

# SECTION I
# ENTERING ASSESSMENT FORM

# CHILD DEVELOPMENT ASSOCIATE - SELF ASSESSMENT

Date_____ HSST/CDA SOUTHERN ILLINOIS UNIVERSITY Name_____
Agency_____

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Setting up and maintaining a safe and healthy learning environment. | | | | | | | | | | |
| 1. Organize space into functional areas recognizable by children. | | | | | | | | | | |
| 2. Maintain a planned, arrangement for furniture, equipment and materials and for large and small motor skills learning, and for play materials that is understandable to children. | | | | | | | | | | |
| 3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials. | | | | | | | | | | |
| 4. Arrange the setting to allow for active movement as well as quiet movement. | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequat | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 5. Take preventative measures against hazards to physical safety | | | | | | | | | | |
| 6. Keep light, air and heat conditions at best possible levels. | | | | | | | | | | |
| 7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities. | | | | | | | | | | |
| 8. Provide for flexibility of planned arrangements of spance and schedule to adjust to special circumstances and needs of particular group of children or make use of special educational opportunities. | | | | | | | | | | |
| 9. Recognize unusual behavior or symptoms which may indicate a need for health care. | | | | | | | | | | |
| B. Advancing Physical and Intellectual Competence | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Use the kind of materials activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement. | | | | | | | | | | |
| 2. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination. | | | | | | | | | | |
| 3. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities. | | | | | | | | | | |
| 4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults. | | | | | | | | | | |

| | Have adequate trainin | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 5. Work gradually toward recognition of the symbols for designating words and numbers. | | | | | | | | | | |
| 6. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins, family kinship, causality. | | | | | | | | | | |
| 7. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program. | | | | | | | | | | |
| 8. Balance unstructured materials such as paint, clay, blocks with structured materials that required specific procedures and skills; balance the use of techniques that invite exploration and independent dis- | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| covery with techniques and demonstrate and instruct. | | | | | | | | | | |
| 9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience. | | | | | | | | | | |
| 10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation. | | | | | | | | | | |
| 11. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood. | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 12. Extent children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic processes necessary for everyday living. | | | | | | | | | | |
| 13. Acquaint children with the people who keep things functioning in their immediate environment. | | | | | | | | | | |
| C. Building Positive Self-Concept and Individual Strength<br>1. Provide an environment of acceptance in which the child can grow toward of sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community. | | | | | | | | | | |
| 2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaption, and emerging interest in cooperation, in terms of the child's actual behavior. | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication. | | | | | | | | | | |
| 4. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations. | | | | | | | | | | |
| 5. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically. | | | | | | | | | | |
| 6. Be able to assess special needs of individual children and call in specialist help where necessary. | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| 7. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure. | | | | | | | | | | |
| 8. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development. | | | | | | | | | | |
| C. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment. | | | | | | | | | | |
| 1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experience and responsibilities with adults in a spirit of enjoyment as well as for the sake of social | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| development. | | | | | | | | | | |
| 2. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger. | | | | | | | | | | |
| 3. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development. | | | | | | | | | | |
| 4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program. | | | | | | | | | | |
| E. Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations. | | | | | | | | | | |
| 1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequat | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| children's program in order to offer them continuity between home and center settings at this early stage of development. | | | | | | | | | | |
| 2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center. | | | | | | | | | | |
| 3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children. | | | | | | | | | | |
| 4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education. | | | | | | | | | | |
| 5. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program. | | | | | | | | | | |

| | Have adequate training | Have partial training | Need more training | Have had no training | Comment: | Feel completely adequate | Have some experience | Have no experience | Need more experience | Comment: |
|---|---|---|---|---|---|---|---|---|---|---|
| F. Carrying Out Supplementary Responsibilities Related to the Children's Programs.<br><br>1. Make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program. | | | | | | | | | | |
| 2. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education. | | | | | | | | | | |
| 3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant. | | | | | | | | | | |

# SECTION II

# DESCRIPTION OF EXPECTATIONS FOR EACH COMPETENCY

# I. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT.

## A. ORGANIZE SPACE INTO FUNCTIONAL AREAS RECOGNIZABLE BY THE CHILDREN.

YOU SHOULD KNOW:

1. POSSIBILITIES FOR LEARNING WITHIN THE CENTERS OF LEARNING IN A CLASSROOM (I.E. ART, DOLL CORNER, LANGUAGE, SCIENCE, MATH, ETC.)
2. THE VALUES AND PURPOSES OF PLAY AS A WAY OF LEARNING

YOU SHOULD BE ABLE TO:

1. SET UP AND MANAGE A LEARNING ENVIRONMENT WHICH PROVIDES FOR CENTERS OF LEARNING E.G. BLOCK BUILDING, LIBRARY, DRAMATIC PLAY, ETC.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOMS

1. INTEREST CENTERS THAT ARE WELL DEFINED TO BE USED EASILY BY THE CHILDREN AS WELL AS EASILY RECOGNIZABLE BY CHILDREN. (THESE WILL VARY FROM CENTER TO CENTER, DEPENDING UPON LOCATION AND SIZE OF PROGRAM.)
   - A. HOUSEKEEPING
   - B. BUILDING AND CONSTRUCTING
   - C. CREATIVE ARTS CENTER
   - D. MUSIC
   - E. SCIENCE
   - F. LIBRARY AND LANGUAGE
   - G. ROLE PLAYING AND DRAMATIC PLAY
   - H. "ALONE TO THINK AND DREAM" CENTER

00427

2. AREAS ARE ESTABLISHED WHICH ARE UNDERSTOOD BY THE CHILDREN TO ALLOW FOR SEPARATION OF

   A. TABLE ACTIVITIES, GAMES AND PUZZLES

   B. LARGE MOTOR ACTIVITIES

   C. SMALL MOTOR ACTIVITIES

   D. PLAY MATERIALS

   E. VERY ACTIVE MOVEMENT SUCH AS RUNNING, JUMPING, GALLOPING, ETC.

3. CABINETS, STORAGE SPACE AND CLOAK ROOMS OR CUBBIES ARE ORGANIZED AND LABELED SO CHILDREN CAN TAKE CARE OF

   A. PERSONAL BELONGINGS SUCH AS WRAPS, TAKE-HOME AND/OR SHOW AND TELL ITEMS

   B. PLAY EQUIPMENT AND SUPPLIES

<u>EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT TO BE FOUND IN EACH AREA</u> (THESE EXAMPLES ARE MINIMAL EXPECTATIONS. IT IS EXPECTED THAT VARIATIONS WILL BE FOUND IN DIFFERENT CENTERS.)

1. HOUSEKEEPING

   A. CHILD SIZE KITCHEN FURNITURE (VOID OF SHARP EDGES, -ALSO STURY, CLEAN) STOVE, SINK, REFRIGERATOR, TABLE AND CHAIRS (4)

   B. VARIOUS UTENSILS WHICH ARE USUALLY FOUND IN THE KITCHEN - DISHES, KNIVES AND FORKS, CUPS (PLASTIC OR OF SOME SIMILAR MATERIAL) - DISH RACK, POTS AND PANS

   C. CLEANING UTENSILS - BROOM, DUST MOP - PAN - ETC.

2. BUILDING AND CONSTRUCTING

   A. WOODWORKING

1) WORKBENCH, TOOL KIT (VISE - SANDPAPER - CLAMP - VARIOUS SIZE NAILS, HAMMERS - SCREW-DRIVERS, SAWS)

2) SOFTWOOD - TILE, ETC.

B. BLOCK BUILDING

1) UNIT BLOCK VARIOUS SHAPES - 2 SETS

2) LARGE HOLLOW BLOCKS

3) CORRUGATED CARDBOARD BLOCKS

3. Music

A. CHILDREN'S INSTRUMENTS SET WHICH SHOULD INCLUDE AN ADEQUATE NUMBER OF SAND BLOCKS, HAND CASTANETS, TOM-TOM DRUMS, TRIANGLES, WOODEN DOWELS AND STICKS, BELLS, XYLOPHONES, CYMBALS, ETC.

B. ADULT INSTRUMENTS - PIANO - AUTO-HARP - PITCH PIPE, ETC.

C. SONG BOOKS - CHILDREN AND ADULT BOOKS

D. CHILDREN'S RECORDS - RHYTHMS, SING-A-LONGS, NURSERY RHYMES EARPHONES, PHONOGRAPH

4. CREATIVE ARTS CENTER - ALL MATERIALS SHOULD BE LOCATED SO THAT CHILDREN CAN REACH THEM

A. SCRAPS AND SCROUNGE - SEWING MATERIALS (EGG CARTONS, FABRIC PIECES, STRING, STYROFOAM, ETC.) - MILK CARTONS

B. MANIPULATIVE ART MATERIALS - CLAY PLAYDOH - WIRE

C. MATERIALS FOR PASTING, CUTTING, TEARING

1) PASTE - GLUE

2) VARIOUS TYPES OF PAPER

3) SCISSORS (SMALL BLUNT EDGE - LEFT AND RIGHT HAND)

4) CRAYONS, CHALK, PAINT - (TEMPERA, FINGER PAINT - WATER COLORS) FELT TIP MARKERS

5. SCIENCE

A. NATURE DISPLAYS - ROCKS, INSECTS

B. MAGNETS AND IRON FILINGS

C. MAGNIFYING GLASS

D. PLANTS AND SMALL ANIMALS; SAMPLE OF MATERIALS - ANT FARM, FLOWER POTS, INCUBATOR CAGES, AQUARIUM AND THERMOMETER - INDOOR AND OUTDOOR

6. LIBRARY AND LANGUAGE

A. VARIOUS AND NUMEROUS PICTURE BOOKS

B. BOOKS WHICH REFLECT THE COMPOSITION OF THE CLASSROOM; EXAMPLE: BOOKS WHICH SHOW MINORITY GROUPS AS WELL AS WHITES IN A REALISTIC LIFE SITUATION

C. RECORDINGS OF STORIES AND POEMS

D. DOLLS (ETHNIC VARIETY - 2 SETS OF CLOTHES FOR EACH DOLL)

E. MATERIALS FOR MAKING PUPPETS - PAPER BAGS - SCRAPS OF FABRIC - FELT, ETC. - BUTTONS - OLD SOCKS - MITTENS

F. PUPPETS, HAND AND FINGER

G. TELEPHONES

H. DOLL CARRIAGES - BED - CRADLE

7. ROLE-PLAYING (DRAMATIC PLAY)

A. COSTUME CHEST

B. WIGS, JEWELRY, ETC. - ALSO REGULAR CLOTHING - HATS (MALE AND FEMALE)

C. SCRAP MATERIALS TO MAKE CROWNS - CAPES, SASHES, ETC.

D. PLAY MONEY, CASH REGISTER, PROPS FOR STORES, TELEVISION SHOWS, ETC.

8. "ALONE TO THINK AND DREAM" CENTER

A. CENTER POSITIONED AWAY FROM CENTER OF FLOW OF ACTIVITIES, - A PLACE WHERE CHILD CAN BE OBSERVED - BUT ALONE

B. DOLL'S PLAYHOUSE - WITH MINIATURE DOLLS AND FURNITURE

C. HATS - AND VARIOUS ARTICLES FOR PRETENDING

D. CHILDREN'S BOOKS WHICH SHOW CHILDREN ACCOMPLISHING UNUSUAL FEATS - SUCH AS "WE WERE TIRED OF LIVING IN A HOUSE", ETC.

9. TABLE ACTIVITIES, GAMES AND PUZZLES

A. LEGO BLOCKS (SMALL SET)

B. PARQUETRY BLOCKS

C. PEG BOARDS, WOODEN AND RUBBER

D. BEADS AND LACES, LARGE, MEDIUM AND SMALL

E. SEWING CARDS

F. WOODEN PUZZLES - VARIOUS SUBJECTS AND SIZES, CARDBOARD PUZZLES - VARIOUS SUBJECTS AND SIZES

G. LOTTO GAMES - DOMINOES, CHECKERS - FLASH CARDS, BINGO - ETC. - NUMEROUS GAMES APPROPRIATE FOR EACH AGE LEVEL WHICH CAN BE PLAYED ALONE OR WITH A PARTNER

10. LARGE MOTOR ACTIVITIES

A. TRICYCLES, 10' AND 7' (NUMBER DEPENDING ON THE NUMBER OF CHILDREN)

B. WAGONS

C. WHEELBARROW

D. CLIMBING APPARATUS (WOODEN JUNGLE GYM)

E. WALKING BEAM

F. JUMP ROPES

G. TUMBLING MATS, HOOPS - BALLS - ETC., RING TOSS, BEAN BAG GAMES

11. SMALL MOTOR ACTIVITIES

A. PUZZLES

B. SEWING CARDS

C. PEG BOARDS

D. STACKING ACTIVITIES

12. PLAY MATERIALS

A. AUTOMOTIVE ROLL TOYS, TRUCKS, CARS, ETC.

B. PLAY ANIMALS - PLASTIC, RUBBERIZED, WOODEN - VARIOUS SIZES

C. MISCELLANEOUS TOYS AND ITEMS - LARGE TIRE

D. WATER PLAY - SAND TABLE, ETC.

13. VERY ACTIVE MOVEMENT

A. INDOOR AND OUTDOOR SPACE FOR RUNNING, JUMPING, HOPPING, ETC.

B. THIRTY-FIVE SQUARE FEET PER CHILD AT LEAST TO ALLOW ADEQUATE SPACE FOR EACH CHILD

14. CABINETS, STORAGE SPACE AND CUBBIES FOR BELONGINGS

A. ADEQUATELY LABELED CABINETS ACCESSIBLE TO CHILDREN AND STORAGE SPACE

B. ADEQUATE STORAGE SPACE ETC., FOR ADULTS AND CHILDREN TO KEEP PERSONAL BELONGINGS

## HELPFUL RESOURCES

BERSON AND CHASE, "PLANNING PRESCHOOL FACILITIES", PP. 547-555, EARLY CHILDHOOD EDUCATION REDISCOVERED. EDITED BY JOE L. FROST, 1968.

EVANS, ANNE MARIE, "HOW TO EQUIP AND SUPPLY YOUR PREKINDERGARTEN CLASSROOMS", PP. 567-576, EARLY CHILDHOOD EDUCATION REDISCOVERED. EDITED BY JOE L. FROST, 1968.

GROSS, WEISMAN DOROTHY, "EQUIPPING A CLASSROOM", PP. L00-L03, NAEYC - YOUNG CHILDREN, DECEMBER, 1968.

READ, KATHERINE H., THE NURSERY SCHOOL, FIFTH EDITION. SAUNDERS CO., PHILADELPHIA, 1971, PP. 67-83.

WILLS, CLARICE AND LUCILLE LINDBERG, KINDERGARTEN FOR TODAY'S CHILDREN. CHICAGO: FOLLET, 1967, CHAP. 1.

## ASSESSMENT PROCEDURES

ASSESSMENT FORMS A001 AND A002 WILL BE UTILIZED TO DETERMINE IF SPACE BOTH INDOORS AND OUTDOORS HAS BEEN ORGANIZED INTO FUNCTIONAL AREAS EASILY RECOGNIZABLE BY THE CHILDREN.

B. MAINTAIN A PLANNED ARRANGEMENT FOR FURNITURE, EQUIPMENT AND MATERIALS FOR LARGE AND SMALL MOTOR SKILLS LEARNING AND FOR PLAY MATERIALS THAT IS UNDERSTANDABLE TO THE CHILDREN.

YOU SHOULD KNOW:

1. HOW TO SELECTAPPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LEARNING CENTERS IN YOUR ROOM.

YOU SHOULD BE ABLE TO:

1. UTILIZE, SUPPORT AND DEVELOP THE PLAY IMPULSE IN ITS VARIOUS SYMBOLIC AND DRAMATIC FORMS, AS AN ESSENTIAL COMPONENT OF THE PROGRAM, GIVING TIME, SPACE, NECESSARY MATERIALS AND GUIDANCE IN ACCORDANCE WITH ITS IMPORTANCE FOR DEEPENING AND CLARIFYING THOUGHT AND FEELING IN EARLY CHILDHOOD.

2. SET UP AND MAINTAIN PLANNED ARRANGEMENT OF FURNITURE, EQUIPMENT AND MATERIALS FOR LARGE AND SMALL MOTOR SKILLS LEARNING AND PLAY MATERIALS UNDERSTANDABLE TO THE CHILDREN.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. ATTRACTIVELY PLACED MATERIALS, INVITING AND APPEALING TO THE CHILDREN.

2. ADEQUATE FLOOR SPACE AND UNOBSTRUCTED AREAS FOR SENSORY-MOTOR AND LARGE MOTOR PLAY.

3. MATERIALS AND EQUIPMENT WHICH FIT THE AGE LEVEL OF THE CHILDREN.

4. BALANCE BETWEEN STRUCTURED AND UNSTRUCTURED ACTIVITIES; STRUCTURED - PUZZLES, BEADS, SEWING CARDS, ETC., UNSTRUCTURED - DRAMATIC PLAY, WOODWORKING, CLAY MANIPULATION, ETC.

5. AVAILABLE MATERIALS AND EQUIPMENT WHICH ENCOURAGE CHILDREN TO THINK, EXPERIMENT, AND EXPLORE.

6. A NUMBER OF MATERIALS WHICH CHILDREN CAN USE WITH LITTLE OR NO ASSISTANCE FROM ADULTS.

7. PLAY MATERIALS, DRAMATIC PLAY PROPS AND EQUIPMENT WHICH PROMOTE LANGUAGE DEVELOPMENT.

8. MATERIALS AND OBJECTS ARE PROVIDED WHICH ARE REPRESENTATIVE OF VARIOUS CULTURAL GROUPS, (MULTI-ETHNIC DOLLS, PUPPETS, PICTURES, BOOKS AND RECORDS - ALSO AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE SUCH AS AN INDIAN HEADRESS OR A JAPANESE KOMONO).

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE FOUND IN EACH AREA

1. PLASTIC CONTAINERS OR OTHER TYPE LOCATED ON SHELVES AT EYE LEVEL FOR CHILDREN.

   A) UNSTRUCTURED MATERIALS (EXAMPLES)
   DRAMATIC PLAY - HATS OF VARIOUS TYPES - JEWELRY - DRESS - UP CLOTHES, SPECIAL COSTUMES (BALLERINA - ASTRONAUT - SUPER HERO TYPE COSTUMES - BATMAN, ETC.)
   WOODWORKING - WORKBENCH - SOFTWOOD, TILE AND OTHER APPROPRIATE MATERIALS, ASSORTMENT OF NAILS
   TOOL CHEST - HAMMER, PLIERS, VISE - CLAMP, SANDPAPER, SCREWDRIVER
   MANIPULATION - SOFT MATERIALS, CLAY - PLAYDOH (NON-TOXIC - VARIOUS COLORS) - CONTAINERS TO KEEP SOFT ETC. - OIL CLOTH OR WAX PAPER TO KEEP FROM STICKING TO TABLE

   B) STRUCTURED PLAY
   PUZZLES - DEPICTING ANIMALS, PEOPLE, LIFE SITUATIONS - ETC., WOODEN AND HEAVY CARDBOARD - VARIOUS SIZES IN TERMS OF NUMBER OF PIECES - ADEQUATE NUMBER DEPENDING ON NUMBER OF CHILDREN, PUZZLE RACKS, ETC.
   BEADS - LARGE WOODEN AND PLASTIC - SNAP APART PLASTIC - ALSO - LARGE AND MEDIUM AND SMALL WOODEN BEADS FOR STRINGING, SHOE LACES WITH PLASTIC TIPS FOR STRINGING PURPOSES, MULTICOLORED

PEG BOARDS - VARIOUS SIZES AND MATERIALS (PLASTIC - WOODEN - RUBBER, ETC.)

C) MATERIALS AND EQUIPMENT WHICH ALLOW FOR THOUGHTFUL EXPERIMENTATION

1) WATER AND SAND PLAY TABLES OR TUBS

2) BUILDING BLOCKS LEGO TYPE - UNIT AND HOLLOW BLOCKS - BUILDING LEGO

3) PLAYHOUSE - DOLL HOUSE WITH FURNITURE

D) MATERIALS AND ACTIVITIES WHICH REQUIRE LITTLE OR NO ADULT ASSISTANCE

1) DRAMATIC PLAY

2) SOME OF THE LEARNING CENTERS SUCH AS - HOUSEKEEPING, WOODWORKING (AT TIMES)

3) WHEEL TOYS - WAGONS, TRICYCLES, SCOOTERS, ETC.

4) SAND AND WATER PLAY

5) EASELS - PAINTING, ETC.

Helpful Resources

LEEPER, DALES, SKIPPER, WITHERSPOON, "GOOD SCHOOLS FOR YOUNG CHILDREN", THIRD EDITION, MAXIMILLAN CO., NEW YORK, 1974, PART III, CH. 22, PP. 418-457.

MATTERSON, E. M., PLAY AND PLAYTHINGS FOR THE PRESCHOOL CHILD, BALTIMORE: PENGUIN BOOKS, 1965.

NELSON, LOIS, "MAXIMIZING CREATIVITY IN THE CLASSROOM", YOUNG CHILDREN, VOL. 21, NO. 3, JAN., 1966, PP. 131-135.

NIXON, RUTH AND CLIFFORD NIXON, INTRODUCTION TO EARLY CHILDHOOD EDUCATION, NEW YORK, RANDOM HOUSE, 1971, PP. 21-39.

WILLS, CLARICE AND LUCILE LINDBERG, KINDERGARTEN FOR TODAY'S CHILDREN, CHICAGO, FOLLETT, 1967, PP. 204-212.

## ASSESSMENT PROCEDURES

FORMS A003 AND A006 WILL BE USED TO ASSESS THE PLANNING AND ARRANGEMENT OF MATERIALS AND EQUIPMENT.

C. ORGANIZE THE CLASSROOM SO THAT IT IS POSSIBLE FOR THE CHILDREN TO BE APPROPRIATELY RESPONSIBLE FOR CARE OF BELONGINGS AND MATERIALS

YOU SHOULD KNOW:

THE REASONS FOR PROVIDING OPPORTUNITIES FOR CHILDREN TO ACCEPT RESPONSIBILITIES AND DO THINGS FOR THEMSELVES.

YOU SHOULD BE ABLE TO:

PROVIDE FOR PERIODS OF PLANNED ARRANGEMENTS OF SPACE AND SCHEDULES, TO ADJUST TO SPECIAL CIRCUMSTANCES, TO ADJUST TO NEEDS OF PARTICULAR GROUPS, TO MAKE SURE OF SPECIAL EDUCATIONAL OPPORTUNITIES.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. AN ADEQUATE NUMBER OF CUBBIES, OR LOCKERS, OR HANGERS, ETC. LABELLED SO THAT CHILDREN WILL KNOW THEIR OWN.
2. THAT YOU USE SPACE IN A WAY WHICH SHOWS YOUR RESPECT FOR EACH CHILD, HIS WORK AND HIS POSSESSIONS.
3. STORAGE AREAS AND WORK SPACE ARE CLOSE TO EACH OTHER

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT TO BE FOUND IN EACH AREA

1. CUBBIES - WOODEN - CHILD SIZE, ADEQUATE NUMBER CHILDREN ENROLLED OR-
2. LOCKERS WITH HANGERS - CHILD SIZE OR-
3. COAT HOOKS WITH SHOE BOXES OR SPACE PROVIDED FOR CHILDREN TAKE HOMES, OR OTHER ITEMS
4. STORAGE SHELVES WITH SPECIFIC MATERIALS FOR A SPECIFIC ACTIVITY OR ACTIVITIES, ADJACENT TO WORK AREA - EXAMPLE: PAPER, CRAYONS, PASTE, PAINT NEXT TO TABLES AND EASELS USUALLY USED FOR THESE ACTIVITIES

HELPFUL RESOURCES

1. COHEN, DONALD - BRANDEGE, ADA, S., U. S. DEPARTMENT HEW/OCD, 1974, PUBLICATION # 74-1057, "SERVING PRESCHOOL

CHILDREN", CH. 1, 2, 5, 8, 11

2. EVANS, SHUB, WIENSTEIN, DAY CARE, BEACON PRESS, CH. 9, 1971, PP. 126-133.

3. FEDERAL INTERAGENCY DAY CARE REQUIREMENTS OCD, HEW (LATEST COPY)

4. HESS, ROBERT, DOREEN J. CROFT, TEACHERS OF YOUNG CHILDREN, PP. 273-286, BOSTON, 1972, HOUGHTON MIFFLIN CO.

5. STANDARDS FOR OPERATING DAY AND NIGHT TIME CENTERS, ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES, 1974 (CURRENT COPY).

6. LEEPER, DALES, ETC. AL., GOOD SCHOOLS FOR YOUNG CHILDREN, THIRD EDITION, MACMILLAN CO., NEW YORK, 1974, CH. 21 (PLANNING), CH. 14 (HEALTH AND SAFETY).

7. READ, KATHERINE, THE NURSERY SCHOOL, A HUMAN RELATIONSHIPS LABORATORY, PHILADELPHIA, W. B. SAUNDERS CO., 1971 "CHARACTERISTICS OF A NURSERY SCHOOL AND CHILDREN, PP. 27-32, "USE OF TIME AND SPACE", PP. 77-82.

D. ARRANGE THE SETTING TO ALLOW FOR ACTIVE MOVEMENT AS WELL AS QUIET ENGAGEMENT

YOU SHOULD KNOW:

1. HOW TO SCHEDULE THE PROGRAM TO PROVIDE LARGE BLOCKS OF THE TIME FOR LEARNING
2. THE WAYS CHILDREN LEARN INDEPENDENTLY AND IN SMALL AND LARGE GROUPS

YOU SHOULD BE ABLE TO:

SET UP AND MANAGE A LEARNING ENVIRONMENT WHICH PROVIDES TIME FOR LEARNING

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. SCREENS, DIVIDERS, OR SEPARATE ROOMS TO DIVIDE BETWEEN QUIET AND NOISY PLAY AREAS
2. BLOCK BUILDING OR OTHER SIMILAR ACTIVITIES ARE LOCATED WHERE CHILDREN CANNOT UNINTENTIONALLY RUN INTO THEM
3. ADEQUATE SPACE FOR CHILDREN TO PLAY TOGETHER IN AN AREA WHERE THE MATERIALS ARE ADEQUATE FOR THE ACTIVITIES
4. AN AREA WHERE A CHILD CAN GO OFF BY HIMSELF AND HAVE SOME PRIVACY

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE FOUND IN EACH AREA

(SEE PREVIOUS CATEGORIES FOR LISTINGS OF OF MATERIALS AND EQUIPMENT)

HELPFUL RESOURCES

(SEE LISTING AFTER COMPETENCY IC)

ASSESSMENT PROCEDURES

CLASSROOM ARRANGEMENT WILL BE ANALYZED BY CHECKLIST FOR:

1. USE OF SPACE
2. USE OF EQUIPMENT
3. USE OF MATERIALS
4. CENTERS OF LEARNING

SEE FORMS A001 TO A005

TRAINEES GIVE EVIDENCE OF OBSERVATIONS OF CHILDREN, THEIR INTEREST, AND ABILITIES

SEE FORM A009

CAN SUGGEST ACTIVITES FOR TIRED CHILD, AGGRESSIVE CHILD, HOSTILE CHILD, HAPPY CHILD, BORED CHILD

SEE FORM A009

CLASSROOM WILL BE OBSERVED WITH CHILDREN IN IT FOR:

1. DRAMATIC PLAY ENCOURAGED AND ALLOWED
2. PLAY IMPULSE IN CHILDREN BEING UTILIZED
3. INCIDENTS WILL BE NOTED

SEE FORM A006

AFTER OBSERVATION PERIOD, TRAINEE AND ASSESSOR WILL DISCUSS ASSESSMENT.

1. TRAINEE WILL EXPLAIN AND SUPPORT USE OF SPACE, MATERIALS, AND EQUIPMENT
2. TRAINEE WILL EXPLAIN HER UNDERSTANDING OF PLAY IN THE LIFE OF THE CHILD, RELATING TO WHAT WAS OBSERVED

SEE FORMS A007, A001, A002

E. TAKE PREVENTIVE MEASURES AGAINST HAZARDS TO PHYSICAL SAFETY

YOU SHOULD KNOW:

1. STANDARDS FOR EARLY CHILDHOOD PROGRAMS REGARDING PHYSICAL SPACE, CLASS SIZE, HEALTH AND SAFETY AND STAFF

2. THE IMPORTANCE OF TOTAL AWARENESS OF THE GROUP IN CLASSROOM MANAGEMENT

YOU SHOULD BE ABLE TO:

PREVENT SITUATIONS AND BEHAVIORS FROM OCCURRING WHICH MAY ENDANGER THE CHILD'S HEALTH OR SAFETY.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOMS

1. EVIDENCE THAT YOU KNOW STANDARDS AND PROCEDURES WHICH WILL PROVIDE A HEALTHY AND SAFE PHYSICAL ENVIRONMENT FOR CHILDREN BY:

   A) RECOGNIZING WHEN IT IS NECESSARY TO ADJUST LIGHT, TEMPERATURE AND AIR AT BEST POSSIBLE LEVELS

   B) YOUR BEING SURE THAT THE INDOOR AND OUTDOOR ENVIRONMENT IS SAFE; I.E. - FREE FROM SUCH HAZARDS AS HOT PIPES, HEATERS OR RADIATORS - UNCOVERED FANS AND ALSO UNPROTECTED STAIRWELLS, OUTDOOR YARDS NOT FENCED IN - YARD SURFACE CLUTTERED WITH DEBRIS - GLASS, OPEN CANS, ETC.

   C) DAILY INSPECTION OF FACILITIES AND EQUIPMENT AND MATERIALS FOR CLEANLINESS AND MAINTENANCE

   D) YOUR RECOGNIZING WHEN TO CONTROL PHYSICAL ACTIVITY WITHIN LEVELS WHICH INSURE PHYSICAL SAFETY

2. ABILITY TO PLAN SCHEDULE WHICH WILL PROVIDE FOR THE ALTERNATING OF THE FOLLOWING ACTIVITIES

A). INDOOR AND OUTDOOR ACTIVITIES

B) LARGE AND SMALL MUSCLE ACTIVITIES

C) VERY ACTIVE AND QUIET PURSUITS

3). MAINTAINENCE OF ADEQUATE ARRANGEMENTS FOR EMERGENCY TREATMENT

EXAMPLES OF SPECIFIC EQUIPMENT AND MATERIALS TO BE FOUND IN THE AREA

1. PROPERLY LOCATED AND COVERED SANITATION DISPOSAL UNITS
2. ADEQUATE CLEANING UTENSILS AND PRODUCTS FOR DAILY CLEANINGS - PERIODIC CLEAN-UPS, ETC. SMALL JOBS AND LARGER JOBS
3. LESSON PLANS OR DAILY SCHEDULES POSTED WHERE PARENTS, VISITORS, STAFF, ETC. CAN SEE THEM
4. MANILLA FOLDERS, FILE CABINETS, APPROPRIATE FORMS - SMALL CARD FILES WITH NAMES AND ADDRESS OF CHILDREN AND PARENTS AT HOME OR AT WORK, AS WELL AS ANY SPECIAL INFORMATION ON THE CHILD.
5. FIRST AID KITS, ONE FOR EACH ROOM - EXTRA BANDAGES - PERSON ON CALL OR IN CENTER TO TAKE CHILDREN TO HOSPITAL, DOCTOR, ETC.

HELPFUL RESOURCES

(SEE COMPETENCY IC)

ASSESSMENT PROCEDURES WILL INCLUDE CHECKING:

1. FOR UNSAFE MATERIALS OR EQUIPMENT IN THE ROOM, CLASS SIZE RATIO APPROPRIATE FOR THE NUMBER OF ADULTS, CLASS SIZE APPROPRIATE FOR ROOM SPACE, UNSAFE PRACTICES BEING USED, UNSANITARY PRACTICES BEING USED
2. TO SEE IF TRAINEE MOVES INTO SITUATION TO PREVENT CHILDREN FROM HURTING EACH OTHER

3. TO SEE IF TRAINEE SEES POTENTIALLY DANGEROUS SITUATION (CLIMBING TOO HIGH)

4. TO SEE IF TRAINEE STATIONS SELF NEAR MORE POTENTIALLY DANGEROUS SITUATIONS SUCH AS SLIDES, CLIMBING APPARATUS, SAND BOX

SEE FORM A006

F. KEEP LIGHT, AIR AND HEAT CONDITIONS AT BEST POSSIBLE LEVELS

YOU SHOULD KNOW:

1. RECOMMENDED LIGHT CONDITIONS
2. RECOMMENDED AIR AND HEAT CONDITIONS

YOU SHOULD BE ABLE TO:

MAINTAIN LIGHT, AIR AND HEAT CONDITIONS AT ACCEPTABLE LEVELS.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOMS

THAT YOU RECOGNIZE THE NEED TO CHANGE LIGHTING, AIR CIRCULATION OR HEAT.

EXAMPLES OF SPECIFIC EQUIPMENT AND MATERIALS TO BE FOUND IN AREA

LIGHT SWITCHES, THERMOSTATS AND WINDOWS EASILY ACCESIBLE TO ADULTS AND IN GOOD WORKING ORDER

HELPFUL RESOURCES

(SEE COMPETENCY IC)

ASSESSMENT PROCEDURES

TEMPERATURE, LIGHT, VENTILATION WILL BE CHECKED FOR ADEQUACY

SEE FORMS A003, A009

G. ESTABLISH A PLANNED SEQUENCE OF ACTIVE AND QUIET PERIODS, OF BALANCED INDOOR AND OUTDOOR ACTIVITIES.

YOU SHOULD KNOW:

1. THE IMPORTANCE OF AN ATMOSPHERE WHERE EACH CHILD IS FREE TO MAKE MISTAKES, CHANGE HIS BEHAVIOR, OR ACT DIFFERENTLY FROM THE OTHER CHILDREN

2. WHEN TO INTRODUCE NEW ACTIVITY WITHIN THE LARGE BLOCK OF TIME

YOU SHOULD BE ABLE TO:

EFFECTIVELY REDIRECT CHILDREN ACCORDING TO THEIR INTEREST AND MOTIVATIONS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOMS

1. COPIES OF LESSON PLANS AND/OR DAILY SCHEDULES POSTED WHERE PARENTS AND/OR VISITORS MAY SEE THEM

2. EVIDENCE OF YOUR SEEING FREE PLAY AS A SELF-CHOSEN (BY CHILD) ACTIVITY THAT PROVIDES FOR THE CHILD FREEDOM OF EXPRESSION, SELF CONFIDENCE, INITIATIVE, OUTLET OF EMOTION, ETC.

3. IF THE SETTING AND SEQUENCE OF ACTIVITIES CHANGE DURING THE DAY, TOWARDS THE END OF THE DAY, ESPECIALLY IF CHILDREN ARE IN THE FACILITY FOR MORE THAN FOUR HOURS

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT (MINIMAL) TO BE FOUND IN THE AREA

1. EQUIPMENT WHICH MAY BE USED FOR FREE PLAY -
   INDOORS - BLOCKS - CLAY - PLAYDOH, EASELS - PAINTS - HOUSEKEEPING, DRAMATIC PLAY AREA - BOOKS, ETC.
   OUTDOORS - WAGONS, WHEELBARROWS, TRICYCLES, SWINGS - SLIDES - JUNGLE GYM, ETC.

2. EQUIPMENT WHICH ALLOW REST TIME IF NEEDED - SCREENS OR DIVIDERS, COTS, RUGS, ETC.

HELPFUL RESOURCES

(SEE COMPETENCY IC)

ASSESSMENT PROCEDURES

CLASSROOM OBSERVATIONS

SEE FORMS A001, A002

H. PROVIDE FOR FLEXIBILITY OF PLANNED ARRANGEMENTS OF SPACE AND SCHEDULE TO ADJUST TO SPECIAL CIRCUMSTANCES AND NEEDS OF A PARTICULAR GROUP OF CHILDREN OR MAKE USE OF SPECIAL EDUCATIONAL OPPORTUNITIES

YOU SHOULD KNOW:

1. THE ROLE OF THE TEACHER IN RELATION TO GROUP MANAGEMENT AND GROUP DYNAMICS
2. THE RESPONSIBILITY FOR SETTING LIMITS

YOU SHOULD BE ABLE TO:

1. PROVIDE FLEXIBILITY IN SPACE ARRANGEMENT
2. SET LIMITS WHEN APPROPRIATE
3. BE SUPPORTIVE WITHOUT BEING DOMINEERING

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. SPACE ARRANGED IN A MANNER TO PROVIDE LEARNING OPPORTUNITIES FOR CHILDREN WITH SPECIAL NEEDS SUCH AS THE:
   A) VISUALLY HANDICAPPED
   B) PHYSICALLY HANDICAPPED
   C) AUDITORILY HANDICAPPED
   D) BEHAVIORAL PROBLEMS
2. AWARENESS OF AND PROVISION FOR INDIVIDUAL DIFFERENCES IN CHILDREN
3. AN ADEQUATE STAFF-CHILD RATIO WHICH WILL INSURE COMMUNICATION BETWEEN ADULTS AND CHILDREN (VERBAL AND OTHER)

EXAMPLES OF SPECIFIC MATERIALS OR EQUIPMENT TO BE FOUND IN AREA

1. BOOKS WITH EXTRA LARGE PRINT AND PICTURES, LARGE MANIPULATIVE MATERIALS, ETC.

2. EARPHONES WITH PHONOGRAPHS, ETC.

3. POUNDING TOYS, - PUNCHING BAGS, ETC. FOR RELEASE OF TENSION

4. APPROPRIATE MATERIALS FOR PHYSICALLY HANDICAPPED

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IC)

ASSESSMENT PROCEDURES

TRAINEE WILL BE OBSERVED FOR EVIDENCE OF PROVIDING FLEXIBILITY IN THE PROGRAM:

WHEN CHILDREN DO NOT RESPOND TO PLANS

WHEN EQUIPMENT BREAKS OR SOMETHING GETS LOST

WHEN A CHILD GETS HURT OR CANNOT DO AN ACTIVITY

WHEN SOMETHING GREAT HAPPENS, TRAINEE CHANGES PLANS SUCH AS WHEN:

A CHILD BRINGS SOMETHING TO SCHOOL

A PARENT STOPS BY

A CHILD GETS AN IDEA, THAT IS DIFFERENT FROM THE TEACHERS OR WORD ASSOCIATION CHANGES THEIR TRAIN OF THOUGHT.

TRAINEE/SUPERVISOR CONFERENCE TO DISCUSS EXPERIENCE

SEE FORMS A004, A009

I. RECOGNIZES UNUSUAL BEHAVIOR OR SYMPTOMS WHICH MAY INDICATE A NEED FOR HEALTH CARE

YOU SHOULD KNOW:

THE SYMPTOMS WHICH MAY INDICATE THE NEED FOR REFERRAL FOR HEALTH CARE

YOU SHOULD BE ABLE TO:

1. TO IDENTIFY UNUSUAL BEHAVIORS WHICH INDICATE A NEED FOR HEALTH CARE
2. TO IDENTIFY SYMPTOMS OF ILLNESS, OR COMMUNICABLE DISEASES

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. EVIDENCE OF REFERRALS, AND/OR LISTS OF AGENCIES WHICH HANDLE THE FOLLOWING:
   - A) VISION PROBLEMS
   - B) HEARING PROBLEMS
   - C) SKIN DISEASES
   - D) ALLERGIES
   - E) CHILD ABUSE AND NEGLECT
   - F) NUTRITION DEFICIENCIES
2. EFFORTS TO INVOLVE PARENTS IN GOOD HEALTH AND NUTRITION PRACTICES
3. DAILY HEALTH INSPECTION OF CHILDREN

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE FOUND IN THE AREA

1. LISTS OF COMMUNICABLE DISEASES, ETC., WHICH DESCRIBE THE DISEASES, SYMPTOMS, INCUBATION PERIOD, ETC.
2. PAMPHLETS, LEAFLETS, ETC., WHICH CAN BE READ AND UNDERSTOOD BY STAFF AND PARENTS -- ALSO GIVEN TO PARENTS IF POSSIBLE
3. LISTS OF POISONS AND OTHER DISEASES, THEIR SYMPTOMS, AND REMEDIES

4. MAINTENANCE OF UP TO DATE HEALTH RECORDS ON ALL CHILDREN

5. MANILLA FOLDERS, FILE CABINETS, APPROPRIATE FORMS - SMALL CARD FILES WITH NAMES AND ADDRESS OF CHILDREN AND PARENTS AT HOME OR AT WORK, AS WELL AS ANY SPECIAL INFORMATION ON THE CHILD

6. FIRST AID KITS ONE FOR EACH ROOM - EXTRA BANDAGES - PERSON ON CALL OR IN CENTER TO TAKE CHILDREN TO HOSPITAL, DOCTOR, ETC.

HELPFUL RESOURCES

(SEE COMPETENCY IC)

ASSESSMENT PROCEDURES:

RECORDS GIVING EVIDENCE THAT

1. UNUSUAL BEHAVIOR WAS NOTED IN CHILD AND APPROPRIATE ACTION TAKEN

2. UNUSUAL SYMPTOMS WERE NOTED IN CHILD AND APPROPRIATE ACTION TAKEN

SEE FORM A010

## II. Advance Physical and Intellectual Competence

A. Use the kind of materials, activities, and experiences that encourage exploring, experimentation, questioning that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

You should know:

1. How to discuss why learning experiences should be continued from infancy to age 6
2. The structure of content in different curriculum areas
3. What basic experiences in the preschool years should come before the more formal learning of the elementary school

You should be able to:

Select appropriate content and activities related to your program's goals

What the LAT will look for in your classroom

1. Attractively placed materials which invite use by the children
2. Proportionately more floor space and more unobstructed area for sensory - motor play for 2 1/2 and 3 year olds than for 4 and 5 year olds.
3. Provision for privacy where the child can work by himself free from distracting noises, etc.
4. Some tables placed near the shelves which hold manipulative toys, games, and other table activities (e.g. crayons, scissors, peg boards, beads, paste, etc.)

5. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED" ACTIVITIES (SUCH AS PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)

6. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN.

7. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

8. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

9. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT

10. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ETC., ACTING AS A FIREMAN

11. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THE CHILDREN ARE ENCOURAGED TO USE THEM

12. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURAL GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS - AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARDS
8. DOMINOES
9. SEWING CARDS
10. PLAYDOH
11. CLAY
12. WOODWORKING
13. PLAY STORE
14. PAINTS AND EASELS
15. DOLLS (MULTI-ETHNIC)
16. DOCTOR AND NURSE SETS WITH THERMOMETERS
17. FIREMAN'S HATS, POLICEMAN'S HATS
18. MULTI-ETHNIC BOOKS
19. MULTI-ETHNIC RECORDS

HELPFUL RESOURCES

1. EVANS, SHUB, WEINSTAIN, DAY CARE, BEACON PRESS, 1971, CHAPTER 11.

2. HESS, CROFT, TEACHERS OF YOUNG CHILDREN HOUGHTON MIEFLIN CO, BOSTON, 1971, PPS. 160-170, 187-198.

3. LEEPER, GOOD SCHOOLS FOR YOUNG CHILDREN, CH. 3 "THE YOUNG CHILD AS A PERSON", CH. 4, PART II, "PLANNING AND TEACHING", CH. 14, "HEALTH AND SAFETY", THIRD EDITION, MAXIMILLAN CO., NEW YORK, 1974.

B. RECOGNIZE AND PROVIDE FOR THE YOUNG CHILD'S BASIC IMPULSES TO EXPLORE THE PHYSICAL ENVIRONMENT; MASTER THE PROBLEMS THAT REQUIRE SKILL AND BODY COORDINATION.

YOU SHOULD KNOW:

1. HOW TO DISCUSS THE CONCEPT "TIME OF LEARNING" AS IT RELATES TO THE NEED TO PRACTICE SKILLS AND TO USE OR REUSE IDEAS.

2. MANY DIFFERENT WAYS OF ORGANIZING FOR INSTRUCTION

YOU SHOULD BE ABLE TO:

PROPERLY TIME THE MOVEMENT FROM ONE LEVEL OF UNDERSTANDING AND DOING TO ANOTHER.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. PROPORTIONATELY MORE FLOOR SPACE AND MORE UNOBSTRUCTED AREA FOR SENSORY - MOTOR PLAY FOR 2 1/2 AND 3 YEARS OLD THAN FOR 4 AND 5 YEARS OLD.

2. MATERIALS AND EQUIPMENT ARE AGE APPROPRIATE, IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN.

3. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THOUGHTFUL EXPERIMENTATION RATHER THAN PERFUNCTARY PERFORMANCE.

4. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE DIFFERENT SENSORY MODALITIES (E.G, VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

5. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY AND REPRESENTATIVE OF VARIOUS CULTURED GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS-AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE).

EXAMPLES OF WHAT THE TRAINEE MIGHT DO:

1. KEEP NOTES ON CHILDREN'S PROGRESS
2. KEEP CLASS LESSON PLANS SHOWING ATTENTION TO CHILDREN'S NEEDS.
3. WORK WITH CHILDREN, RESPONDING SPONTANEOUSLY TO THEIR NEEDS AND LEVELS OF DEVELOPMENT.

HELPFUL RESOURCES

(SEE COMPETENCY IIA)

ASSESSMENT PROCEDURES

1. REPRESENTATIVE LESSON PLANS SHOULD BE KEPT IN PROFILE FOLDER
2. OBSERVATION USING SPECIFIC FORMS
3. DISCUSSION WITH FIELD SUPERVISOR/ INSTRUCTOR

SEE FORMS A014, A006, A007

C. INCREASE KNOWLEDGE OF THINGS IN THEIR WORLD BY STIMULATING OBSERVATION AND PROVIDING FOR MANIPULATIVE - CONSTRUCTIVE ACTIVITIES

YOU SHOULD KNOW:

1. HOW TO DISCUSS THE CONCEPTS "INQUIRY" "DISCOVERY", "CONVERGENT" AND "DIVERGENT" THINKING AND APPLY THE IDEAS TO THE QUESTION ASKING OF YOUNG CHILDREN

2. HOW TO GUIDE THE CHILD, BOTH AS AN INDIVIDUAL AND AS A GROUP MEMBER, IN SETTING GOALS, PLANNING IN TERMS OF GOALS, CARRYING OUT PLANS, AND EVALUATING

3. THE THEORIES RELATED TO THE DEVELOPMENT OF THINKING SKILLS

YOU SHOULD BE ABLE TO:

1. SET UP AND MANAGE A LEARNING ENVIRONMENT THAT ENCOURAGES CHILDREN TO SEEK ANSWERS TO THEIR OWN QUESTIONS

2. SELECT APPROPRIATE REASONS FOR SETTING GROUP GOALS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. SOME TABLES PLACED NEAR THE SHELVES WHICH HOLD MANIPULATIVE TOYS, GAMES, AND OTHER TABLE ACTIVITIES (E.G. CRAYONS, SCISSORS, PEG BOARDS, BEADS, PASTE, ETC.)

2. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED ACTIVITIES (SUCH AS PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)

3. MATERIALS AND EQUIPMENT ARE AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN

4. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THOUGHTFUL EXPERIMENTATION RATHER THAN PERFUNCTARY PERFORMANCE

5. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

6. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURAL GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS-AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTIC ULAR CULTURE)

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARD
8. DOMINOES
9. SEWING CARDS
10. MULTI-ETHNIC DOLLS
11. MULTI-ETHNIC BOOKS
12. MULTI-ETHNIC RECORDS

HELPFUL RESOURCES

(SEE COMPETENCY IIA)

ASSESSMENT PROCEDURES

1. OBSERVATION OF ACTIVITIES WITH CHILDREN
2. CHECKLIST OF ACTIVITIES PROVIDED FOR CHILDREN

SEE FORMS A001, A003, A004, A008, A009

D. USE A VARIETY OF TECHNIQUES FOR ADVANCING LANGUAGE COMPREHENSION AND USAGE IN AN ATMOSPHERE THAT ENCOURAGE FREE VERBAL COMMUNICATION AMONG CHILDREN AND BETWEEN CHILDREN AND ADULTS

YOU SHOULD KNOW:

1. HOW TO USE THE SKILLS OF QUESTIONING TO ADVANCE VERBAL COMMUNICATION
2. HOW TO DISCUSS THE CONCEPT "INDIVIDUAL DIFFERENCES" IN TERMS OF THE DEVELOPMENT OF THE TOTAL CHILD IN LEARNING SITUATIONS

YOU SHOULD BE ABLE TO:

PLAN A LEARNING ENVIRONMENT WHICH PROVIDES FOR INDIVIDUAL DIFFERENCES BY PROVIDING OPPORTUNITIES FOR CHILDREN TO PARTICIPATE IN ACTIVITIES AT DIFFERENT LEVELS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.) AND DISCUSS WHAT THEY ARE EXPERIMENTING WITH
2. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ETC., ACTING AS A FIREMAN AND TALKING ABOUT THESE EXPERIENCES
3. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THE CHILDREN ARE ENCOURAGED TO USE THEM
4. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURED GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS-AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTIC ULAR CULTURE)

## EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS FOR HELPING LANGUAGE DEVELOPMENT

1. MATERIALS AND EQUIPMENT
   - A) DOLLS (MULTI-ETHNIC)
   - B) DOCTOR AND NURSE SETS
   - C) FIREMAN'S HATS
   - D) PLAY STORE
   - E) TV SHOWS
   - F) MULTI-ETHNIC BOOKS
   - G) MULTI-ETHNIC RECORDS
2. METHODS
   - A) TEACHERS TALK WITH CHILDREN AS THEY WORK AND PLAY
   - B) TEACHERS READ MANY STORIES TO CHILDREN
   - C) TEACHERS ASK QUESTIONS THAT ENCOURAGE CHILDREN TO LABEL, DESCRIBE AND SOLVE PROBLEMS (VERBALLY) ALONG WITH PHYSICAL ACTIVITY

## HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

## ASSESSMENT PROCEDURES

1. OBSERVATIONS OF TRAINEE IN VERBAL INTERACTIONS WITH CHILDREN
2. CHECK LIST OF ITEMS RELATED TO LANGUAGE STIMULATION MATERIALS AND EQUIPMENT

SEE FORMS A004, A007, A009, A014

E. WORK GRADUALLY TOWARD RECOGNITION OF THE SYMBOLS FOR DESIGNATING WORDS AND NUMBERS

YOU SHOULD BE:

WELL INFORMED REGARDING THE COMPARATIVE DIFFICULTY OF CONTENT BY HAVING AN ADEQUATE KNOWLEDGE OF THE SKILLS AND ABILITIES OF EACH CHILD

YOU SHOULD BE ABLE TO:

MAKE ACTIVITIES AVAILABLE WHICH MATCH THE CHILD'S PRIOR EXPERIENCES TO HIS PRESENT LEVEL OF THINKING

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. PROVISION FOR PRIVACY WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, ETC.

2. SOME TABLES PLACED NEAR THE SHELVES WHICH HOLD MANIPULATIVE TOYS, GAMES, AND OTHER TABLES ACTIVITIES (E.G. CRAYONS, SCISSORS, PEG BOARDS, BEADS, PASTE, ETC.)

3. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN

4. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

5. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

6. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT.

7. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES RELATED TO NUMBERS AND NUMBER SYMBOLS ARE AVAILABLE; THE CHILDREN ARE ENCOURAGED TO USE THEM AND TO TALK ABOUT WHAT THEY ARE DOING

## EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS

1. EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT

   A. CRAYONS
   B. SCISSORS
   C. PEGBOARDS
   D. BEADS
   E. PASTE
   F. PUZZLES
   G. COUNTING BOARDS
   H. DOMINOES
   I. SEWING CARDS
   J. PLAYDOH
   K. CLAY
   L. WOOD WORKING
   M. DRAMATIC PLAY
   N. PLAY STORE
   O. TV SHOWS
   P. MULTI-ETHNIC RECORDS
   Q. MULTI-ETHNIC DOLLS
   R. MULTI-ETHNIC BOOKS

2. METHODS

   TEACHERS PROVIDE OPPORTUNITIES FOR CHILDREN TO LEARN NUMBER SYMBOLS

## HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

## ASSESSMENT PROCEDURE

1. OBSERVATION OF TRAINEE IN SITUATIONS INVOLVING MATHEMATICAL CONCEPTS FOR CHILDREN
2. CHECKLIST OF ITEMS RELATED TO MATH STIMULATION MATERIALS AND EQUIPMENT

SEE FORMS A004, A007, A009, A014

F. PROMOTE COGNITIVE POWER BY STIMULATING CHILDREN TO ORGANIZE THEIR EXPERIENCE (AS IT OCCURS ACCIDENTALLY OR PRE-PLANNED CLASSES OF OBJECTS; SIMILARITIES AND DIFFERENCES; COMPARATIVE SIZE, AMOUNT, DEGREE, ORIENTATION IN TIME AND SPACE; GROWTH AND DECAY; ORIGINS, FAMILY KINSHIP CAUSALITY

YOU SHOULD KNOW:

1. SUCH TERMS AS "COGNITIVE STYLE", "TEMPO", AND "MOTIVATION", ETC.
2. HOW TO GUIDE THE CHILD, BOTH AS AN INDIVIDUAL AND AS A GROUP MEMBER, IN SETTING GOALS, PLANNING IN TERMS OF GOALS, CARRYING OUT PLANS, AND EVALUATING

YOU SHOULD BE ABLE TO:

1. RECOGNIZE WHEN A GOAL HAS BEEN ACCOMPLISHED
2. ORGANIZE FOR INDIVIDUAL AND GROUP INSTRUCTION

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. ATTRACTIVELY PLACED MATERIALS WHICH INVITE USE BY THE CHILDREN
2. PROVISION FOR PRIVACY WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, ETC.
3. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED" ACTIVITIES (SUCH AS PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)
4. MATERIALS AND EQUIPMENT ARE AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN

5. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

6. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

7. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT

8. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ACTING AS A FIREMAN, ETC.

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARDS
8. DOMINOES
9. SEWING CARDS
10. PLAYDOH
11. CLAY
12. WOODWORKING
13. PLAY STORE
14. PAINTS
15. EASELS
16. DOLLS (MULTI-ETHNIC)
17. DOCTOR AND NURSE SETS WITH THERMOMETERS
18. FIREMAN'S HATS, POLICEMAN'S HATS
19. MULTI-ETHNIC BOOKS
20. MULTI-ETHNIC RECORDS

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

ASSESSMENT PROCEDURES

1. OBSERVATION
2. CHECKLISTS OF ITEMS OF ACTIVITIES WITH CHILDREN
3. DISCUSSION OF ACTIVITIES WITH FIELD SUPERVISORS

SEE FORMS A007, A009, A014, A005

6. PROVIDE VARIED OPPORTUNITIES FOR CHILDREN'S ACTIVE PARTICIPATION, INDEPENDENT CHOICES, EXPERIMENTATION, AND PROBLEM-SOLVING WITHIN THE CONTEXT OF A STRUCTURED, ORGANIZED SETTING AND PROGRAM

YOU SHOULD KNOW:

1. THE VALUE OF INDEPENDENT ACTION ON THE PART OF THE CHILDREN
2. THAT THE OPPORTUNITY TO MAKE CHOICES IS AN IMPORTANT MOTIVATING FACTOR IN LEARNING
3. THAT CHILDREN'S LEARNING INVOLVES MANY DIFFERENT APPROACHES TO THE SAME TASK

YOU SHOULD BE ABLE TO:

1. ALLOW THE CHILD THE OPPORTUNITY TO SET GOALS FOR HIMSELF
2. ALLOW EACH CHILD TO MAKE CHOICES AND OPTIONS IN THE LEARNING SITUATION

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. ATTRACTIVELY PLACED MATERIALS WHICH USE BY THE CHILDREN
2. PROPORTIONATELY MORE FLOOR SPACE AND MORE UNOBSTRUCTED AREA FOR SENSORY - MOTOR PLAY FOR 2 1/2 AND 3 YEAR OLDS THAN FOR 4 AND 5 YEAR OLDS
3. PROVISION FOR PRIVACY WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, ETC.
4. SOME TABLES PLACED NEAR THE SHELVES WHICH HOLD MANIPULATIVE TOYS, GAMES, AND OTHER TABLE ACTIVITIES (E.G. CRAYONS, SCISSORS, PEG BOARDS, BEADS, PASTE, ETC.)

5. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED" ACTIVITIES (SUCH AS PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)

6. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN

7. MATERIALS AND EQUIPMENT WHICH INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

8. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

9. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT

10. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ACTING AS FIREMEN, ETC.

11. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THE CHILDREN ARE ENCOURAGED TO USE THEM

12. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURAL GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS-AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

## EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARDS
8. DOMINOES
9. SEWING CARDS
10. PLAYDOH
11. CLAY
12. WOODWORKING
13. PLAY STORE
14. PAINTS
15. EASELS
16. DOLLS (MULTI-ETHNIC)
17. DOCTOR AND NURSE SETS WITH THERMOMETERS
18. FIREMAN'S HATS, POLICEMAN'S HATS
19. MULTI-ETHNIC BOOKS
20. MULTI-ETHNIC RECORDS

## HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

## ASSESSMENT PROCEDURES

1. CHECKLISTS OF ITEMS OF ACTIVITIES WITH CHILDREN RELATED TO THIS COMPETENCY
2. OBSERVATION BY FIELD SUPERVISOR/ INSTRUCTOR
3. DISCUSSION OF ACTIVITIES WITH FIELD SUPERVISOR

SEE FORMS A001, A002, A003, A005, A007, A009

H. BALANCE OF UNSTRUCTURED MATERIALS SUCH AS PAINT, CLAY, BLOCKS, WITH STRUCTURED MATERIALS THAT REQUIRE SPECIFIC PROCEDURES AND SKILLS; BALANCE THE USE OF TECHNIQUES THAT INVITE EXPLORATION AND INDEPENDENT DISCOVERY WITH TECHNIQUES THAT DEMONSTRATE AND INSTRUCT

YOU SHOULD KNOW:

1. THE IMPORTANCE OF A BALANCE BETWEEN STRUCTURED ACTIVITIES (THOSE WHICH MUST BE USED IN A SPECIFIC WAY) AND UNSTRUCTURED ACTIVITIES (THOSE WHICH ALLOW THE CHILD TO CREATE HIS OWN USES FOR THEM)

2. THE VALUE OF INDEPENDENT ACTION ON THE PART OF THE CHILDREN

YOU SHOULD BE ABLE TO:

1. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES

2. PROVIDE FOR AREAS WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, OTHER CHILDREN, ETC.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED" ACTIVITIES (SUCH AS PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)

2. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN

3. MATERIALS AND EQUIPMENT WHICH INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

4. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT

5. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO RE-EXPERIENCE ACTIVELY IN THEIR PLAY THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, PLAYING FIREMAN, ETC.

6. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THE CHILDREN ARE ENCOURAGED TO USE THEM

7. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURAL GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS - AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

8. SOME TABLES PLACED NEAR SHELVES WHICH HOLD MANIPULATIVE TOYS, GAMES, AND OTHER TABLE ACTIVITIES (E.G. CRAYONS, SCISSORS, PEG BOARDS, BEADS, PASTE, ETC.)

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARDS
8. DOMINOES
9. SEWING CARDS
10. PLAYDOH
11. CLAY
12. WOODWORKING
13. PLAY STORE
14. PAINTS
15. EASELS
16. DOLLS (MULTI-ETHNIC)
17. DOCTOR AND NURSE SETS WITH THERMOMETERS
18. FIREMAN'S HATS, POLICEMAN'S HATS
19. MULTI-ETHNIC BOOKS
20. MULTI-ETHNIC RECORDS

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

ASSESSMENT PROCEDURES

1. CHECKLISTS FOR ACTIVITIES APPROPRIATE FOR THIS COMPETENCY
2. OBSERVATIONS OF TRAINEE'S CLASSROOM PRACTICES
3. DISCUSSION OF PRACTICES WITH FIELD SUPERVISOR/INSTRUCTOR

SEE FORMS A001, A002, A003, A005, A007, A009

I. STIMULATE FOCUSED ACTIVITIES: OBSERVING, ATTENDING, INITIATING, CARRYING THROUGH, RAISING QUESTIONS, SEARCHING ANSWERS AND SOLUTIONS FOR THE REAL PROBLEMS THAT ARE ENCOUNTERED AND REVIEWING THE OUTCOMES OF EXPERIENCE

YOU SHOULD KNOW:

TECHNIQUES FOR FACILITATING THE LEARNING PROCESS

YOU SHOULD BE ABLE TO:

MAKE POSSIBLE A CHILD'S NEED FOR KNOWING - AND KNOWING HOW TO DO THINGS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU ARE ABLE TO VERBALIZE ABOUT CONTINUITY OF LEARNING EXPERIENCES FROM INFANCY TO AGE 6
2. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO DO NOT OVERLY FRUSTRATE THE CHILDREN
3. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY
4. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)
5. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING COLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, PLAYING FIREMAN

## EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS

A. EQUIPMENT AND MATERIALS

1. CRAYONS
2. SCISSORS
3. PEGBOARDS
4. BEADS
5. PASTE
6. PUZZLES
7. COUNTING BOARDS
8. DOMINOES
9. SEWING CARDS
10. PLAYDOH
11. CLAY
12. WOODWORKING
13. PLAY STORE
14. PAINTS
15. EASELS
16. DOLLS (MULTI-ETHNIC)
17. DOCTOR AND NURSE SETS WITH THERMOMETERS
18. FIREMAN'S HATS, POLICEMAN'S HATS
19. MULTI-ETHNIC BOOKS
20. MULTI-ETHNIC RECORDS

B. METHODS

1. TRAINEE WILL SPEND TIME WITH THE CHILD (OR CHILDREN) HELPING THEM FOCUS IN ON MATERIALS AND EQUIPMENT
2. TRAINEE WILL SET UP PROBLEMS APPROPRIATE FOR THE AGE LEVEL OF THE CHILDREN TO SOLVE
3. TRAINEE WILL DIRECT QUESTIONS TO THE CHILDREN WHICH WILL STIMULATE THINKING AND MORE QUESTIONS FROM THE CHILDREN

## Helpful resources

(See list for competency IIA)

## Assessment procedures

1. Observation of trainee's classroom practices
2. Discussion of observations with field supervisor/instructor
3. Checklists of activities appropriate for this competency

See forms A005, A007, A009

J. SUPPORT EXPRESSIVE ACTIVITIES BY PROVIDING A VARIETY OF CREATIVE ART MEDIA, AND ALLOWING CHILDREN FREEDOM TO SYMBOLIZE IN THEIR OWN TERMS WITHOUT IMPOSITION OF STANDARDS OR REALISTIC REPRESENTATION

YOU SHOULD KNOW:

1. THE VALUE OF THE CREATIVE PROCESS
2. WAYS TO ENCOURAGE CHILDREN TO EXPRESS THEIR OWN IDEAS

YOU SHOULD BE ABLE TO:

HELP CHILDREN BE CREATIVE IN THE USE OF MATERIALS AND EXPERIENCES

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. ATTRACTIVELY PLACED MATERIALS WHICH INVITE USE BY THE CHILDREN
2. PROVISION FOR PRIVACY WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, ETC.
3. SOME TABLES WILL BE PLACED NEAR THE SHELVES WHICH HOLD ART MATERIALS SO THAT CHILDREN HAVE EASY ACCESS TO THE MEDIA
4. A VARIETY OF WAYS PROVIDED FOR USING ART MATERIALS

EXAMPLES OF SPECIAL MATERIALS AND EQUIPMENT IN THE ROOM

1. PAINT EASELS
2. FINGERPAINTS
3. TEMPERA PAINTS
4. CRAYONS
5. CHALK
6. VARIETY OF KINDS OF PAPER AND SIZES OF PAPER

7. COLLAGE MATERIALS INCLUDING CLOTH, PAPER SCRAPS, SEEDS, STYROFOAM, CARDBOARD, YARN, STRING, STRAWS, SAND, ETC.

8. BURLAP, CLOTH, YARN, ETC. FOR STICHERY WORK

9. GLUE, PASTE

10. CARDBOARD AND BOXES

11. TAG BOARD

HELPFUL RESOURCES

D'AMICO VICTOR, CREATIVE TEACHING IN ART REV. EDITION, SCRANTON, PENNSYLVANIA INTERNATIONAL TEXTBOOK COMPANY, 1963.

MARKSBERRY, MARY LEE, FOUNDATION OF CREATIVITY, NEW YORK, HARPER AND ROW, 1963

NELSON, LOIS, "MAXIMIZING CREATIVITY IN THE CLASSROOM", YOUNG CHILDREN, VOL. 21, NO. 3 (JANUARY, 1966), PGS. 131-35.

SPODEK, BERNARD, TEACHING IN THE EARLY YEARS, "CREATIVE DRAMATICS" PRENTICE-HALL: NEW JERSEY, 1972, PP. 70-71, 177-196.

ASSESSMENT PROCEDURES

1. OBSERVATION OF TRAINEE'S WORK WITH CHILDREN AND CREATIVE ART MEDIA

2. DISCUSSION OF OBSERVATIONS WITH FIELD SUPERVISORS

3. RECORD OF ART ACTIVITIES PLANNED BY TRAINEE WITH EVALUATION OF EACH ACTIVITY

SEE FORM A012

K. UTILIZE, SUPPORT AND DEVELOP THE PLAY IMPULSE, IN ITS VARIOUS SYMBOLIC AND DRAMATIC FORMS AS AN ESSENTIAL COMPONENT OF THE PROGRAM; GIVING TIME AND SPACE, NECESSARY MATERIALS AND GUIDANCE IN ACCORDANCE WITH ITS IMPORTANCE FOR DEEPENING AND CLARIFYING THOUGHT AND FEELING IN EARLY CHILDHOOD.

YOU SHOULD KNOW:

WHAT THE CONCEPT, "CHILDREN LEARN THROUGH PLAY" MEANS

YOU SHOULD BE ABLE TO:

1. SET UP A LEARNING ENVIRONMENT WHICH ALLOWS FOR AND ENCOURAGES THE USE OF THE PLAY IMPULSE IN CHILDREN

2. RECOGNIZE OPPORTUNITIES FOR LEARNING IN CHILDREN'S PLAY TO USE THE OPPORTUNITY "ON THE SPOT"

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. PROPORTIONATELY MORE FLOOR SPACE AND MORE UNOBSTRUCTED AREA FOR SENSORY - MOTOR PLAY FOR 2 1/2 AND 3 YEAR OLDS THAN FOR 4 AND 5 YEAR OLDS

2. PROVISION FOR PRIVACY WHERE THE CHILD CAN WORK BY HIMSELF FREE FROM DISTRACTING NOISES, ETC.

3. SOME TABLES PLACED NEAR THE SHELVES WHICH HOLD MANIPULATIVE TOYS, GAMES, AND OTHER TABLE ACTIVITIES (E.G. CRAYONS, SCISSORS, PEG BOARDS, BEADS, PASTE, ETC.)

4. A BALANCE BETWEEN MATERIALS FOR "STRUCTURED" ACTIVITIES (SUCH AS: PUZZLES, PEG AND COUNTING BOARDS, BEADS, DOMINOES, SEWING CARDS, ETC.) AND MATERIALS FOR "UNSTRUCTURED" ACTIVITIES (SUCH AS PLAYDOH, CLAY, WOOD WORKING, DRAMATIC PLAY, ETC.)

5. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO OVERLY FRUSTRATE THE CHILDREN

6. MATERIALS AND EQUIPMENT INSPIRE CHILDREN TO THINK AND EXPERIMENT RATHER THAN GO THROUGH ACTIVITIES IN A MECHANICAL WAY

7. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)

8. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM ADULTS

9. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ACTING AS A FIREMAN

10. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THE CHILDREN ARE ENCOURAGED TO USE THEM

11. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURED GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS - AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS

1. MATERIALS AND EQUIPMENT

   A. DOLLS (MULTI-ETHNIC)

   B. DOCTOR AND NURSE SETS WITH THERMOMETERS

   C. FIREMAN'S HATS, POLICEMAN'S HATS

D. MULTI-ETHNIC BOOKS

E. MULTI-ETHNIC RECORDS

F. CRAYONS
G. SCISSORS
H. PEGBOARDS
I. BEADS
J. PASTE
K. PUZZLES
L. COUNTING BOARDS
M. DOMINOES
N. SEWING CARDS
O. PLAYDOH
P. CLAY
Q. WOODWORKING
R. PLAY STORE
S. PAINTS
T. EASELS

2. METHODS

A. PROVIDE A "QUIET CORNER" SO CHILDREN CAN PLAY ALONE OR WITH A SMALL GROUP

B. GUIDING CHILDREN WHEN NECESSARY DURING PLAYTIME (EX: EXPLAINING USE OF SOME MATERIALS)

C. LET THE CHILDREN PLAY FREELY WHILE WATCHING FOR INDIVIDUAL NEEDS OF EACH CHILD

D. CHANGE MATERIALS OFTEN TO PROVIDE A VARIETY OF ACTIVITIES FOR THE CHILDREN TO DO

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY II J)

ASSESSMENT PROCEDURES

1. USE OF CHECKLISTS FOR ACTIVITIES APPROPRIATE FOR THIS COMPETENCY
2. OBSERVATIONS OF TRAINEE IN CLASSROOM
3. DISCUSSION WITH FIELD SUPERVISOR

SEE FORMS A001, A002, A003, A005, A007, A009

L. EXTEND CHILDREN'S KNOWLEDGE, THROUGH DIRECT AND VICARIOUS EXPERIENCE, OF HOW THINGS WORK, OF WHAT ANIMALS AND PLANTS NEED TO LIVE, OF BASIC WORK PROCESSES NECESSARY FOR EVERYDAY LIVING

YOU SHOULD KNOW:

1. CHILD DEVELOPMENT, LEARNING THEORIES, AND SUBJECT MATTER
2. POTENTIAL AND LIMITAIONS OF A WIDE VARIETY OF APPROPRIATE EXPERIENCES

YOU SHOULD BE ABLE TO:

1. USE PLAY AS MEANINGFUL LEARNING
2. HELP CHILDREN COPE WITH REALITIES OF LIFE
3. HELP CHILDREN COPE WITH CULTURAL PATTERNS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. MATERIALS AND EQUIPMENT AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN
2. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE THROUGH THEIR SENSES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)
3. A NUMBER OF MATERIALS WHICH CAN BE USED BY CHILDREN WITHOUT ANY HELP FROM AN ADULT
4. SOME MATERIALS AND EQUIPMENT WHICH ALLOW CHILDREN TO ACT OUT THAT WHICH THEY HAVE SEEN OR EXPERIENCED SUCH AS BATHING AND DRESSING DOLLS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ACTING AS A FIREMAN

5. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY OR REPRESENTATIVE OF VARIOUS CULTURED GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS - AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS

1. MATERIALS AND EQUIPMENT
   - A. MULTI-ETHNIC DOLLS
   - B. MULTI-ETHNIC BOOKS
   - C. MULTI-ETHNIC RECORDS
   - D. TERRARIUM
   - E. AQUARIUM
   - F. FROGS, GERBILS OR OTHER LIVE ANIMALS THAT ARE SAFE FOR SMALL CHILDREN
   - G. ANT FARM
2. METHODS
   - A. PROVIDE FIRST HAND EXPERIENCES FOR CHILDREN WITH FIELD TRIPS SUCH AS:
     1. GREENHOUSE
     2. FARM
     3. ZOO
     4. FIRE STATION
     5. BAKERY
     6. BANK
     7. GAS STATION
     8. POLICE STATION
   - B. HAVE PARENTS AND OTHER PEOPLE IN COMMUNITY IN TO TALK WITH CHILDREN ABOUT WHAT THEY DO ALL DAY - EX: HOUSEWIVES, DENTIST, DOCTOR, MANAGER OF GROCERY STORE, ETC.
   - C. LET CHILDREN PLANT THEIR OWN LITTLE GARDEN AT SCHOOL

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIA)

ASSESSMENT PROCEDURES

1. RECORDS OF FIELD TRIPS
2. LESSON PLANS SHOWING USE OF BOOKS, STORIES, FILMS. ETC., WHICH PROVIDE VICARIOUS EXPERIENCES FOR CHILDREN
3. CHECKLISTS OF ACTIVITIES APPROPRIATE FOR THIS COMPETENCY
4. OBSERVATIONS OF TRAINEE IN CLASSROOM
5. DISCUSSION OF OBSERVATIONS

SEE FORMS A007, A009, A014, A015

M. ACQUAINT CHILDREN WITH THE PEOPLE WHO KEEP THINGS FUNCTIONING IN THEIR IMMEDIATE ENVIRONMENT

YOU SHOULD KNOW:

1. HOW TO UTILIZE THE DIFFERENT EXPERIENCES YOUR CHILDREN HAVE WITH THE ADULTS IN THEIR ENVIRONMENT AS RESOURCES UNITS FOR LEARNING ACTIVITIES
2. THE POSITIVE ASPECTS OF THE VARIOUS ADULT ACCUPATIONS, ETC. AND THE CONTRIBUTIONS EACH MAKES TO THE COMMUNITY

YOU SHOULD BE ABLE TO:

1. PROVIDE CHILDREN WITH OPPORTUNITIES TO SEE THE ADULTS IN THEIR ENVIRONMENT AS INDIVIDUALS WITH INTEREST, FEELINGS, PROBLEMS AND NEEDS
2. PROVIDE CHILDREN WITH OPPORTUNITIES TO SEE ADULTS AS POSSIBLE RESOURCES FOR THEIR EMOTIONAL, PHYSICAL AND INTELLECTUAL NEEDS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE DIFFERENT SENSORY MODALITIES (E.G. VISUAL, AUDITORY, TACTILE, TASTE, ETC.)
2. SOME MATERIALS AND EQUIPMENT ALLOW CHILDREN TO RE-EXPERIENCE ACTIVELY IN THEIR PLAY THAT WHICH THEY HAVE SEEN OR EXPERIENCED PASSIVELY (E.G. DOLLS TO BATHE AND DRESS, DOCTOR AND NURSE SETS WITH THERMOMETERS, ETC., FIREMAN'S HATS, ETC.)
3. PLAY MATERIALS AND PROPS WHICH PROMOTE LANGUAGE DEVELOPMENT ACTIVITIES (E.G. PLAY STORE, TELEVISION SHOWS, ETC.) ARE AVAILABLE AND THEIR USE BY THE CHILDREN IS ENCOURAGED

4. CHILDREN ARE EXPOSED TO OBJECTS AND MATERIALS USED BY AND REPRESENTATIVE OF VARIOUS CULTURED GROUPS (MULTI-ETHNIC DOLLS, BOOKS, RECORDS - AUTHENTIC OR REPLICA ITEMS WHICH REPRESENT A PARTICULAR CULTURE)

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT AND METHODS

1. EQUIPMENT
   - A. MULTI-ETHNIC DOLLS
   - B. DOCTOR AND NURSE SETS
   - C. FIREMAN'S HATS
   - D. POLICEMAN'S HATS - BADGE, ETC.
   - E. PLAY STORE
   - F. TV SHOWS
   - G. MULTI-ETHNIC BOOKS
   - H. MULTI-ETHNIC RECORDS
2. METHODS
   - A. HAVE A "PARENT FOR THE WEEK" TO COME IN AND TELL SOME THINGS THAT THEY DO IN THE HOME
   - B. INTERVIEW HELPERS IN THE SCHOOL SUCH AS - CUSTODIAN, NURSE, CAFETERIA WORKERS, AND OTHER TEACHERS
   - C. TAKE A WALKING TRIP AROUND THE SCHOOL TO ACQUAINT CHILDREN WITH THE FACILITIES AND THE PEOPLE WHO WORK IN THE SCHOOL

HELPFUL RESOURCES

(SEE COMPETENCY IIA)

Assessment Procedures

1. Observations by supervisor using checklist
2. See forms A005, A007, A009

## III. Self Concept

A. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a competent individual with a place in the child community, can help children cope with realities of life and differences in cultural patterns, can convey a positive feeling toward children

You should know:

1. Ways to deal with both pleasant and unpleasant realities
2. Behavior which can be attributed to cultural differences
3. Ways to help children recognize and accept cultural differences
4. That the primary need of young children is a warm, sensitive understanding adult
5. And respects the rights of children and values the unique self of each child
6. And be aware of your own attitudes

You should be able to:

1. Manage your emotions as you work with children
2. Share faith in yourself and in the children

What the LAT will look for in your classroom

1. Consistency in approach and/or response to all children
2. That you can patiently accept and allow child like demands such as changing moods, crying, impatience, etc.
3. Support and positive recognition of the ethnic and cultural features of the various backgrounds
4. The giving of recognition ot the child's work in terms of his goals and not your own

## Helpful Resources

A. Bardwell, Fred Krieg, Ladelle O'Lion Knowing the Child with Special Needs, publication of HSTA and Management System

Curry, Leah J., Rood, Larry A., Headstart Parent Book, Gryphon House, Washington, D.C., 1974

Evans, Shub, Weinstein, Day Care, Beacon Press, 1971, pps. 21-23, 70-72, 104-108, 110-112, 120 -121, 124, 130, 206.

Hess-Croft, Teachers of Young Children, pps. 172-84, 200-207, Houghton Mifflin Co, Boston, 1972.

Hildebrand, Verna, Introduction to Early Childhood, Ch. 5, "Teacher and Techniques she Needs", Ch. 16 "Teacher-Parent Relations, ch.3, "Getting to Know Children", ch. 15, "Program Planning and Evaluating", MacMillan Company, New York, 1971.

Leeper, Dales, Skipper, Witherspoon, third edition, Good Schools For Young Children, MacMillan Co, New York, 1974, "Language Development" pps 111-120, "Self-Concept" pps. 21-22, "Records of Children", pps. 314-322, 361-362.

Read, Katherine, The Nursery School, ch. 21, "Parent and Teachers Work Together", ch. 19, "Relationships in Groups", ch. 16, "Feelings of Security and Confidence" Fifth Edition, Saunders Co., Phildelphia, 1971.

Rainbow Books #2 - Health Services Records, #13 - Speech, Language and Hearing Programs, U.S. Government Press Office, 1969.

Assessment Procedures

1. Observation by Field Supervisor
2. Checklists
3. Conferences with Field Supervisor

See forms A019, A007, A009

B. GIVE DIRECT, REALISTIC AFFIRMATION TO THE CHILD'S ADVANCING SKILLS, GROWING INITIATIVE AND RESPONSIBILITY, INCREASING CAPACITY FOR ADAPTATION, AND EMERGING INTEREST IN COOPERATION, IN TERMS OF THE CHILD'S ACTUAL BEHAVIOR

YOU SHOULD KNOW:

1. HOW TO ADJUST CONTENT SO THAT IT WILL BE SATISFYING AND CHALLENGING TO ALL CHILDREN AT VARIOUS LEVELS OF DEVELOPMENT
2. HOW TO USE GROUPING AS A MEANS FOR MEETING THE EVER CHANGING NEEDS, INTERESTS AND ABILITIES OF CHILDREN
3. THE UNIQUE STRENGTHS, PROBLEMS, AND PERSONALITIES OF INDIVIDUAL CHILDREN

YOU SHOULD BE ABLE TO:

1. USE THE KIND OF MATERIALS, ACTIVITIES AND EXPERIENCES THAT ENCOURAGE EXPLORING, EXPERIMENTING, AND QUESTIONING
2. HELP CHILDREN FULFILL CURIOSITY, GAIN MASTERY AND PROGRESS TOWARD HIGHER LEVELS OF ACHIEVEMENT

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. CONSISTENT EFFORT TO REACH THE QUIET OR WITHDRAWN CHILD
2. THAT YOU PRAISE THE CHILD'S POSITIVE ACTIONS
3. MATERIALS AND EQUIPMENT THAT ARE AGE APPROPRIATE IN THAT THEY CHALLENGE BUT DO NOT OVERLY FRUSTRATE THE CHILDREN
4. MATERIALS AND EQUIPMENT ARE PROVIDED WHICH ALLOW CHILDREN TO RE-EXPERIENCE ACTIVELY IN THEIR PLAY THAT WHICH THEY HAVE SEEN IN REAL-LIFE SITUATION, E.G. (DOLLS TO BATHE AND DRESS, DOCTOR AND NURSE SETS, FIREMAN HATS, ETC.)

5. THAT YOU ENCOURAGE MORE MATURE BEHAVIOR THROUGH USE OF MATERIALS, CREATIVE EXPRESSION, PARTICIPATION IN GROUP EXPERIENCE AND RECOGNITION OF GROWTH

6. THAT YOU ENCOURAGE THE CHILD'S SATISFACTION IN ACHIEVEMENT

7. THAT YOU HONESTLY EXPRESS AND SHARE IN THE EXCITEMENT AND PLEASURE OF A CHILD ABOUT SOME DISCOVERY OR NEWLY LEARNED FACT

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE FOUND

1. PUZZLES AND OTHER MANIPULATIVES WHICH INCREASE IN DIFFICULTY

2. GAMES AND ACTIVITIES WHICH STIMULATE THINKING IN VARIOUS AREAS; BOTH GAMES, VARIOUS READINESS MATERIALS, ETC.

3. NURSE AND DOCTOR SETS - COSTUMES AND OTHER MATERIALS, PERSONS IN REAL LIFE SITUATIONS, SUCH AS POLICEMEN'S UNIFORMS, FIREMEN'S HATS, ETC.

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIIA)

ASSESSMENT PROCEDURES

1. OBSERVATION BY FIELD SUPERVISOR
2. CHECKLIST
3. CONFERENCES WITH FIELD SUPERVISOR

SEE FORMS A019, A007, A009

C. DEMONSTRATES ACCEPTANCE TO THE CHILD BY INCLUDING HIS HOME LANGUAGE FUNCTIONALLY IN THE GROUP SETTING AND HELPING HIM TO USE IT AS A BRIDGE TO ANOTHER LANGUAGE FOR THE SAKE OF EXTENDED COMMUNICATION

YOU SHOULD KNOW:

1. THE IMPORTANCE OF BEING SENSITIVE TO VERBAL AND SILENT COMMUNICATION
2. THE EFFECT ACTIVITIES AND ACTIONS HAVE ON THE BEHAVIOR AND FEELINGS OF OTHERS
3. KNOW THAT SPEECH CONVEYS FEELINGS AND THAT CHILDREN ARE SENSITIVE TO TONE AND QUALITY

YOU SHOULD BE ABLE TO:

1. USE A VARIETY OF TECHNIQUES FOR ADVANCING THE UNDERSTANDING AND USE OF LANGUAGE THAT ENCOURAGES FREE VERBAL COMMUNICATION AMOUNG CHILDREN AND BETWEEN CHILDREN AND ADULTS
2. SEE HOW YOUR ACTIONS - VERBAL AND NON-VERBAL - EFFECT THE CHILD'S BEHAVIOR

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU DO NOT DOMINATE IN CONVERSATIONS WITH CHILDREN BUT ALLOW VERBAL EXCHANGE
2. THAT YOU ENCOURAGE THE USE OF EXPRESSIVE LANGUAGE IN GAMES, CASUAL CONVERSATIONS, STORIES, ETC.
3. IF CHILDREN HEAR RICH AND VARIED VERBALIZATIONS
4. THAT FEELINGS AND IDEAS ARE TALKED ABOUT AS READILY AS CONCRETE FACTS AND SKILLS TO BE MASTERED
5. THAT YOU DO NOT OVERTLY "CORRECT" CHILDREN'S LANGUAGE WHICH IS CONSISTANT WITH THEIR HOME LANGUAGE OR INDICATES A LEVEL OF DEVELOPMENT

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE USED

1. DRAMATIC PLAY AND ROLE PLAYING MATERIALS AND PROPS
2. STORY BOOKS WHICH STIMULATE LANGUAGE
3. VARIOUS TYPES OF PLAY MATERIALS WHICH ENCOURAGE LANGUAGE AMOUNG CHILDREN, PLAYHOUSE - DOLLS, ETC., SCIENCE CORNER, HOUSEKEEPING, AND LANGUAGE CENTERS

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIIA

ASSESSMENT PROCEDURES

1. OBSERVATIONS BY FIELD SUPERVISOR OF TRAINEE INVOLVED IN VARIOUS LANGUAGE DEVELOPMENT ACTIVITIES WITH THE CHILDREN
2. CONFERENCES WITH FIELD SUPERVISOR

SEE FORMS A007, A009

D. DEAL WITH INDIVIDUAL DIFFERENCES IN CHILDREN'S STYLE AND PACE OF LEARNING AND IN THE SOCIAL-EMOTIONAL ASPECTS OF THEIR LIFE SITUATION BY ADJUSTING THE TEACHER-CHILD RELATIONSHIP TO INDIVIDUAL NEEDS, BY USING A VARIETY OF TEACHING METHODS, AND BY MAINTAINING FLEXIBLE PROGRESSIVE EXPECTATION

YOU SHOULD KNOW:

1. MANY WAYS OF HANDLING VARIOUS SITUATIONS
2. HOW TO INTERPRET THE CHILD'S RESPONSES TO INSTRUCTIONS
3. HOW TO USE A VARIETY OF INSTRUCTIONAL MEANS FOR DIFFERENT LEVELS OF LEARNING
4. HOW TO BE FLEXIBLE AND ALLOW FOR SPONTANEOITY AND EMERGING INTEREST AND IDEAS OF CHILDREN

YOU SHOULD BE ABLE TO:

1. DETERMINE IMPORTANT INFORMATION FROM THE VARIOUS FACTS AVAILABLE
2. DETERMINE SPECIAL NEEDS OF INDIVIDUAL CHILDREN AND CALL IN A SPECIALIST WHEN HELP IS NEEDED
3. PROVIDE OPPORTUNITIES FOR CHILDREN TO PARTICIPATE IN ACTIVITIES AT VARIOUS LEVELS OF DIFFICULTY
4. PROPERLY TIME THE MOVEMENT OF THE CHILD FROM ONE LEVEL OF KNOWING AND UNDERSTANDING TO THE NEXT

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. YOUR ABILITY TO GUIDE CHILDREN TOWARD DIFFERENT ACTIVITIES IN ACCORD WITH THEIR SPECIFIC NEEDS AT A PARTICULAR MOMENT (E.G, HAMMERING FOR A RESTLESS CHILD, ETC.)

2. YOUR ABILITY TO USE A POSITIVE APPROACH WHEN CHILDREN MISBEHAVE, E.G. "BLOCKS ARE FOR BUILDING", INSTEAD OF A NEGATIVE RESPONSE, "DON'T THROW YOUR BLOCKS," ETC.

3. SUPPORT AND POSITIVE RECOGNITION OF THE ETHNIC AND CULTURAL FEATURES OF VARIOUS BACKGROUNDS

EXAMPLES OF SPECIFIC MATERIALS TO BE USED IN YOUR CLASSROOM

(SEE PREVIOUS LISTS OF EQUIPMENT AND MATERIALS INCLUDING MATERIALS WHICH REFLECT ETHNIC ORIGINS AND BACKGROUNDS)

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIIA)

ASSESSMENT PROCEDURES

1. OBSERVATION BY FIELD SUPERVISOR
2. CONFERENCES WITH LAT TEAM AND SUPERVISOR

SEE FORMS A007, A009

E. RECOGNIZE WHEN BEHAVIOR REFLECTS EMOTIONAL CONFLICTS AROUND TRUST, POSSESSION, SEPARATION, RIVALRY, ETC., AND ADAPT THE PROGRAM OF EXPERIENCE, TEACHER-CHILD AND CHILD-CHILD RELATIONSHIPS SO AS TO GIVE SUPPORT AND TO ENLARGE THE CAPACITY TO FACE THESE PROBLEMS REALISTICALLY

YOU SHOULD KNOW:

1. THE RELATIONSHIP BETWEEN CAUSE AND EFFECT AS IT RELATES TO THE CHILD'S BEHAVIOR
2. HOW TO INVITE AND USE CHILDREN'S SUGGESTIONS AND IDEAS
3. HOW TO BE SUPPORTIVE WHILE ALLOWING CHILDREN A WIDE VARIETY OF CHOICES AND OPPORTUNITIES FOR MAKING DECISIONS, THEREBY HELPING THEM GAIN INDEPENDENCE AND SELF-CONFIDENCE
4. HOW TO ESTABLISH PATTERNS OF EXPECTATIONS OF SUCCESS FOR EACH CHILD

YOU SHOULD BE ABLE TO:

1. BE SUPPORTIVE OF CHILDREN'S ACTIVITIES WITHO'T BEING DOMINEERING
2. ACCEPT DIFFERENT TYPES OF BEHAVIOR WITHOUT REJECTING CHILDREN
3. ACCEPT ALL CHILDREN AND HELP EACH ONE TO EXPERIENCE SUCCESS
4. TO SUPPORT CHILDREN THROUGH POSITIVE RATHER THAN NEGATIVE ACTIONS
5. RECOGNIZE THE IMPORTANCE OF A "SAFE ATMOSPHERE" WHERE THE CHILD IS FREE TO MAKE MISTAKES OR BE DIFFERENT FROM OTHER CHILDREN IN HIS BEHAVIOR

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. INTERACTIONS WITH CHILDREN BRINGING INTENDED RESULTS RATHER THAN LEADING TO CONFLICT, WITHDRAWAL OR EXPRESSED ANGER IN THEM

2. AN AWARENESS OF NEEDING TO BECOME MORE SUPPORTIVE AND INTIMATE DURING EARLY MORNING, LATE AFTERNOON NAP TIME - OF NEWCOMERS AND CHILDREN WITH SPECIAL NEEDS, ETC.

3. YOUR NOT THREATENING, HUMILIATING, CONDEMNING, MORALIZING OR LECTURING WHEN THE CHILD HAS LOST CONTROL OR MISBEHAVED

4. YOUR SUPPORTING THE CHILD'S SELF-CONFIDENCE THROUGH ENCOURAGING HIM TO TRY, PRAISING HIS EFFORTS AND LENDING A HAND BEFORE HE IS OVERWHELMED WITH FRUSTRATION

5. YOUR ENCOURAGING CHILD TO THINK AND ACT FOR HIMSELF AND AT THE SAME TIME REMAIN COMFORTABLY DEPENDENT IN WAYS THAT GIVE HIM EVERYTHING HE NEEDS TO REACH HIS FULL POTENTIAL

6. YOUR RESPONDING TO CHILDREN WHO REACH OUT FOR AFFECTION IN ACTIONS AS WELL AS WORDS

EXAMPLES OF SPECIFIC MATERIALS TO BE USED IN YOUR CLASSROOM

(SEE PREVIOUS LISTS OF EQUIPMENT AND MATERIALS - INCLIDING MATERIALS WHICH REFLECT ETHNIC ORIGINS AND BACKGROUND)

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIIA)

ASSESSMENT PROCEDURES

1. OBSERVATION OF TRAINEE IN VARIOUS SITUATIONS INTERACTING WITH CHILDREN AT DIFFERENT TIMES DURING THE DAY, BY THE FIELD SUPERVISOR

2. CONFERENCE WITH SUPERVISOR

SEE FORMS A007, A009

F. BE ABLE TO ASSESS SPECIAL NEEDS OF INDIVIDUAL CHILDREN AND CALL IN SPECIALIST HELP WHERE NECESSARY

YOU SHOULD KNOW:

1. TECHNIQUES FOR FINDING OUT INFORMATION ABOUT CHILDREN
2. WHO TO GO TO FOR FURTHER INFORMATION
3. HOW TO CONTINUOUSLY ANALYZE AND EVALUATE IN TERMS OF GOALS
4. ACCEPTED CHANNELS OF COMMUNICATION AND LINES OF AUTHORITY

YOU SHOULD BE ABLE TO:

1. SEEK HELP FROM SUPERVISORS, CONSULTANTS, ETC. WHENEVER NECESSARY
2. ANALYZE AND EVALUATE CHILDREN'S PROGRESS IN TERMS OF GOALS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU HAVE A KNOWLEDGE OF CHILDREN WHO HAVE SPECIAL NEEDS AS EVIDENCED IN YOUR LESSON PLANS, DAILY SCHEDULES AND REACTIONS TO THEM
2. THAT YOU HAVE A KNOWLEDGE OF AGENCIES AND SPECIALISTS WHO CAN HELP CHILDREN OR PARENTS WITH PROBLEMS
3. YOUR ABILITY TO DISCUSS WITH STAFF (IN STAFF MEETINGS), PARENTS, OR CONSULTANTS SPECIAL PROBLEMS OR BEHAVIORS

EXAMPLES OF SPECIFIC MATERIALS AND EQUIPMENT TO BE FOUND IN YOUR CLASSROOM

1. FILES, LISTS AND DIRECTORIES OF AGENCIES, SPECIALISTS AND/OR CONSULTANTS WHO CAN HANDLE OR GIVE HELPFUL INFORMATION ON THESE CHILDREN

2. SPECIAL MATERIALS AND EQUIPMENT AS SUGGESTED BY SPECIALISTS FOR SPECIFIC CHILDREN

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY III A)

ASSESSMENT PROCEDURES

1. OBSERVATIONS OF TRAINEE IN VARIOUS SITUATIONS INTERACTING WITH CHILDREN AT DIFFERENT TIMES DURING THE DAY, BY THE FIELD SUPERVISOR

2. CONFERENCE WITH SUPERVISOR

SEE FORMS A007, A009, A020

G. KEEPS A BALANCE FOR THE INDIVIDUAL CHILD BETWEEN TASKS AND EXPERIENCES FROM WHICH HE CAN ENJOY FEELINGS OF MASTERY AND SUCCESS AND THOSE OTHER TASKS AND EXPERIENCES WHICH ARE SUITABLE STIMULATING AND CHALLENGING TO HIM, YET NOT LIKELY TO LEAD TO DISCOURAGING FAILURE

YOU SHOULD KNOW:

1. HOW TO SELECT LEARNING GOALS UPON WHICH TO FOCUS IN PLANNING CURRICULUM
2. A VARIETY OF WAYS OF ORGANIZING INSTRUCTION

YOU SHOULD BE ABLE TO:

1. SEE THE INTERRELATEDNESS OF SKILLS AND KNOWLEDGE WITHIN THE SUBJECT AREAS AND USE THIS INFORMATION IN THE CURRICULUM
2. INTEGRATE THE VARIOUS SUBJECT AREAS OF THE CURRICULUM IN THE DEVELOPMENT OF A TOTAL "LEARNING THROUGH LIVING" ENVIRONMENT
3. EXTEND THE CHILD'S KNOWLEDGE, THROUGH DIRECT AND VICARIOUS EXPERIENCES OF HOW THINGS WORK, OR WHAT ANIMALS AND PLANTS NEED TO LIVE, AND OF BASIC WORK PROCESSES NECESSARY FOR EVERYDAY LIVING

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU ARE ABLE TO ALERT CHILDREN TO VARIOUS KINDS OF PHYSICAL PHENOMENA (E.G. CHARACTERISTICS OF SEASONS, A CHANGE OF LIGHT DURING THE DAY, ETC.
2. HOW ACTIVITIES ARE INTRODUCED - WHETHER OR NOT YOU DICTATE AN ACTIVITY WITH LONG VERBAL INTRODUCTION OR THE ACTIVITY IS INTRODUCED BY CHILDREN GETTING INVOLVED IN TASK AND INFORMATION BEING GIVEN AS IT GOES ALONG

3. YOU ENCOURAGE THE CHILD TO TRY OUT VARIOUS MATERIALS IN DIFFERENT WAYS

4. THAT ALL CHILDREN ARE NOT MADE TO STOP AT THE SAME TIME, BUT ARE ALLOWED TO COMPLETE EACH TASK AT THE SAME TIME

5. THAT CHILDREN ARE ENCOURAGED TO TELL ABOUT THEIR EXPERIENCES

6. THAT CHILDREN ARE GIVEN NUMEROUS AND DIFFERENT EXPERIENCES

EXAMPLES OF SPECIFIC MATERIALS TO BE USED IN YOUR CLASSROOM

(SEE PREVIOUS LISTS OF EQUIPMENT AND MATERIALS - INCLUDING MATERIALS WHICH REFLECT ETHNIC ORIGINS AND BACKGROUNDS)

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY A III)

ASSESSMENT PROCEDURES

1. OBSERVATION OF TRAINEE, BY SUPERVISOR, IN TERMS OF GOAL SELECTION, INTEGRATION OF SUBJECTS, AND INTERRELATEDNESS OF SKILLS FOR SPECIFIC LEARNING SITUATIONS

2. CONFERENCES WITH SUPERVISOR

SEE FORMS A007, A009, A014, A019

H. ASSESS LEVELS OF ACCOMPLISHMENT FOR THE INDIVIDUAL CHILD AGAINST THE BACKGROUND OF NORMS OF ATTAINMENT FOR A DEVELOPMENTAL STAGE, TAKING INTO CAREFUL CONSIDERATION HIS INDIVIDUAL STRENGTHS AND WEAKNESSES AND CONSIDERING OPPORTUNITIES HE HAS OR HAS NOT HAD FOR LEARNING AND DEVELOPMENT

YOU SHOULD KNOW:

1. CHARACTERISTICS OF NORMAL CHILDREN AT VARIOUS AGES
2. DIFFERENT METHODS FOR TAKING OBSERVATIONAL RECORDS
3. HOW TO INTERPRET OBSERVATIONAL RECORDS

YOU SHOULD BE ABLE TO:

1. USE OBSERVATION AS A MEANS TO OBTAIN THE NECESSARY INFORMATION ABOUT CHILDREN
2. WRITE DOWN YOUR OBSERVATIONS WITHOUT EXPRESSING YOUR PERSONAL VIEWS OR ATTITUDES
3. CONSULT WITH PARENTS, SUPERVISORS AND OTHER PROFESSIONALS TO GAIN NEEDED INFORMATION
4. RECOGNIZE BEHAVIOR WHICH IS A RESULT OF CULTURAL DIFFERENCES

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. YOUR KNOWLEDGE OF AVERAGE DEVELOPMENTAL CHARACTERISTICS, COGNITIVE - AFFECTIVE AND PSYCHO-MOTOR AT VARIOUS AGE LEVELS
2. YOUR ABILITY TO MAKE AND KEEP ANECDOTAL RECORDS ON CHILDREN
3. YOUR ABILITY TO GIVE CHILDREN WITH AGGRESSIVE OUTBURSTS A WAY TO CHANNEL THEIR ENERGIES INTO MORE ACCEPTABLE BEHAVIOR

4. YOUR ABILITY TO USE THE SPECIFIC BEHAVIORS YOU HAVE OBSERVED TO ADD TO OR MAKE BETTER THE CHILD'S SELF ESTEEM AND SELF-CONCEPT

EXAMPLES OF SPECIFIC MATERIALS TO BE USED IN YOUR CLASSROOM

(SEE PREVIOUS LISTS OF EQUIPMENT AND MATERIALS - INCLUDING MATERIALS WHICH REFLECT ETHNIC ORIGINS AND BACKGROUNDS)

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IIIA)

ASSESSMENT PROCEDURES

1. OBSERVATION BY FIELD SUPERVISOR
2. CONFERENCES WITH SUPERVISOR

SEE FORMS A007, A009

IV. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT.

A. PLAN THE PROGRAM OF ACTIVITIES FOR THE CHILDREN TO INCLUDE OPPORTUNITIES FOR PLAYING AND WORKING TOGETHER AND SHARING EXPERIENCES AND RESPONSIBILITIES WITH ADULTS IN A SPIRIT OF ENJOYMENT AS WELL AS FOR THE SAKE OF SOCIAL DEVELOPMENT.

YOU SHOULD KNOW:

1. CRITERIA FOR SELECTING LEARNING MATERIALS
2. A VARIETY OF MATERIALS THAT CAN BE USED IN MANY DIFFERENT LEARNING SITUATIONS
3. CRITERIA FOR EVALUATING MATERIALS USED IN THE CLASSROOM
4. COMMUNITY RESOURCES WHICH CAN MAKE A POTENTIAL CONTRIBUTION TO CLASSROOM EXPERIENCES
5. SPECIFIC RESOURCES OF THE COMMUNITY IN WHICH HE TEACHES
6. HOW TO SELECT THOSE APPROPRIATE COMMUNITY RESOURCES WHICH WILL EXTEND THE CHILD'S KNOWLEDGE

YOU SHOULD BE ABLE TO:

1. PROVIDE VARIED OPPORTUNITIES FOR CHILDREN'S ACTIVE PARTICIPATION, INDEPENDENT CHOICES, EXPERIMENTATION AND PROBLEM SOLVING WITHIN THE CONTEXT OF A STRUCTURED, ORGANIZED SETTING AND PROGRAM
2. SELECT, USE, AND EVALUATE APPROPRIATE LEARNING MATERIALS, AND DEVELOP TEACHER-MADE MATERIALS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU WORK COOPERATIVELY WITH OTHER STAFF MEMBERS FOR THE CHILD'S BEST INTEREST

2. THAT YOU DO NOT EXPECT THE CHILD TO BE "DOING" SOMETHING ALL THE TIME, BUT UNDERSTAND HIS NEED TO OBSERVE, ROAM, ETC.

3. THAT YOU DO NOT PROMOTE SEX-STEREOTYPED ACTIVITIES IN THAT CHILDREN ARE ENCOURAGED TO USE A WHOLE RANGE OF PLAY OPTIONS, E.G., GIRLS PLAY WITH TRUCKS, BOYS PLAY HOUSE, ETC.

4. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ENCOURAGE THEM TO MAKE CHOICES AND TRY OUT VARIOUS ALTERNATIVES

5. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ALLOW THEM TO USE NEWLY LEARNED CONCEPTS AND SKILLS

6. THAT YOU ENCOURAGE CHILDREN TO HELP TAKE RESPONSIBILITY FOR SOME OF THE DAILY ROUTINE, E.G., SETTING TABLES, CARING FOR PLANTS AND ANIMALS, ETC.

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT, AND METHODS

ALL OF THE MATERIALS AND EQUIPMENT CITED IN COMPETENCIES I AND II ARE NECESSARY FOR THE DEMONSTRATION OF ACHIEVEMENT OF THIS COMPETENCY

THE TRAINEE WILL DEMONSTRATE FLEXIBILITY IN HIS WORK WITH THE CHILDREN AND WITH OTHER ADULTS

HELPFUL RESOURCES

SEE LIST FOR COMPETENCIES I AND II

ASSESSMENT PROCEDURES

1. CHECKLISTS

2. OBSERVATIONS OF TRAINEE WITH CHILDREN

3. Discussion of observations with Field Supervisor

4. See forms A002, A003, A007, A009, A014

E. CREATE AN ATMOSPHERE THROUGH EXAMPLE AND ATTITUDE WHERE IT IS NATURAL AND ACCEPTABLE TO EXPRESS FEELINGS, BOTH POSITIVE AND NEGATIVE -- LOVE, SYMPATHY, ENTHUSIASM, PAIN, FRUSTRATION, LONELINESS, OR ANGER.

YOU SHOULD KNOW:

1. THAT THE TEACHER ACTS AS A MODEL FOR CHILDREN AND THUS THROUGH HER BEHAVIOR SHE INTERPRETS THE MANY DIFFERENT LIFE STYLES OF CHILDREN IN THE CLASSROOM
2. THAT GOOD SOCIAL RELATIONS ARE NOT BUILT BY ENCOURAGING COMPETITION AMONG CHILDREN
3. THAT CHILDREN'S FEELINGS ARE REVEALED BY THEIR BEHAVIOR
4. A VARIETY OF INSTRUMENTS FOR EVALUATING YOUR OWN BEHAVIOR OBJECTIVELY

YOU SHOULD BE ABLE TO:

1. HELP CHILDREN RECOGNIZE AND ACCEPT DIFFERENCES
2. EVALUATE THE APPROPRIATENESS OF TEACHER BEHAVIOR AND BE OPEN TO SELF-EVALUATION
3. DISCUSS THE RELATIONSHIP BETWEEN WHAT A TEACHER DOES AND THE LEARNING AND BEHAVIOR OF THE CHILDREN

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU WORK COOPERATIVELY WITH OTHER STAFF MEMBERS FOR THE CHILD'S BEST INTEREST
2. THAT YOU DO NOT EXPECT THE CHILD TO BE "DOING" SOMETHING ALL THE TIME, AND UNDERSTAND HIS NEED TO OBSERVE, ROAM, ETC.
3. THAT YOU DO NOT PROMOTE SEX-STEREOTYPED ACTIVITIES BUT ENCOURAGE CHILDREN TO USE A WHOLE RANGE OF PLAY OPTIONS, E.G., GIRLS PLAY WITH TRUCKS -- BOYS PLAY HOUSE

4. That the child sees models of appropriate behavior and that you set a positive example

5. That you discuss feelings with the child's and help him express the feelings

6. That you accept the child's feelings and recognize why he behaves as he does as indicated by your comments, gestures, looks, etc.

Helpful Resources

(See list for Competency IV A)

Assessment Procedures

1. Classroom observations

2. Trainee/Supervisor conferences

See forms A007 and A009

C. ESTABLISH A REASONABLE SYSTEM OF LIMITS, RULES, AND REGULATIONS TO BE UNDERSTOOD, HONORED AND PROTECTED BY BOTH CHILDREN AND ADULTS, APPROPRIATE TO THE STAGE OF DEVELOPMENT

YOU SHOULD KNOW:

1. THE RESPONSIBILITY FOR SETTING LIMITS AND CAN BE FIRM, CONFIDENT, AND CONSISTENT IN GUIDING CHILDREN
2. CONSTRUCTIVE WAYS OF INFLUENCING AND MODIFYING BEHAVIOR
3. HOW TO HELP CHILDREN FIND ACCEPTABLE WAYS OF EXPRESSING NEGATIVE BEHAVIOR
4. HOW TO EFFECTIVELY REDIRECT CHILDREN ACCORDING TO THEIR INTERESTS AND MOTIVATION
5. HOW TO PREVENT SITUATIONS AND PROBLEMS FROM ARISING
6. HOW TO ANALYZE AND MODIFY PERSONAL FEELINGS AND BEHAVIOR

YOU SHOULD BE ABLE TO:

SET AND MAINTAIN REASONABLE CLASSROOM LIMITS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU WORK COOPERATIVELY WITH OTHER STAFF MEMBERS FOR THE CHILD'S BEST INTEREST
2. THAT YOU DO NOT EXPECT THE CHILD TO BE "DOING" SOMETHING ALL THE TIME, AND UNDERSTAND THE CHILD'S NEED TO OBSERVE, ROAM, ETC.
3. THAT YOU DO NOT PROMOTE SEX-STEREOTYPED ACTIVITIES IN THAT CHILDREN ARE ENCOURAGED TO USE A WHOLE RANGE OF PLAY OPTIONS, E.G., GIRLS PLAY WITH TRUCKS -- BOYS PLAY HOUSE

4. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ENCOURAGE THEM TO MAKE CHOICES AND TRY OUT VARIOUS ALTERNATIVES

5. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ALLOW THEM TO USE NEWLY LEARNED CONCEPTS AND SKILLS

6. THAT YOU ENCOURAGE CHILDREN TO HELP TAKE RESPONSIBILITY FOR SOME OF THE DAILY ROUTINE, E.G., SETTING TABLES, CARING FOR PLANTS AND ANIMALS

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IV A)

ASSESSMENT PROCEDURES

1. CLASSROOM OBSERVATIONS
2. TRAINEE/SUPERVISOR CONFERENCES

SEE FORMS A007 AND A009

D. FOSTER ACCEPTANCE AND APPRECIATION OF CULTURAL VARIETY BY CHILDREN AND ADULTS AS AN ENRICHMENT OF PERSONAL EXPERIENCE; DEVELOP PROJECTS THAT UTILIZE CULTURAL VARIATION IN THE FAMILY POPULATION AS RESOURCE FOR THE EDUCATIONAL PROGRAM.

YOU SHOULD KNOW:

THE BASIC PLANNING AND INSTRUCTION OF WELL-FORMULATED SET OF PERSONAL GOALS CONSISTENT WITH THE BEST EDUCATIONAL THEORY AND PRACTICE OF THE PRESENT DAY CULTURE

YOU SHOULD BE ABLE TO:

1. DEAL WITH INDIVIDUAL DIFFERENCES IN CHILDREN'S STYLE AND PACE OF LEARNING AND IN THE SOCIAL-EMOTIONAL ASPECTS OF THEIR LIFE SITUATIONS BY ADJUSTING THE TEACHER-CHILD RELATIONSHIPS TO INDIVIDUAL NEEDS

2. DEAL WITH INDIVIDUAL DIFFERENCES IN THE CHILD BY USING A VARIETY OF TEACHING METHODS AND BY MAINTAINING FLEXIBLE, PROGRESSIVE EXPECTATIONS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU WORK COOPERATIVELY WITH OTHER STAFF MEMBERS FOR THE CHILD'S BEST INTEREST

2. THAT YOU DO NOT EXPECT CHILD TO BE "DOING" SOMETHING ALL THE TIME, UNDERSTAND CHILD'S NEED TO OBSERVE, ROAM, ETC.

3. THAT YOU DO NOT PROMOTE SEX-STEREOTYPED ACTIVITIES IN THAT CHILDREN ARE ENCOURAGED TO USE A WHOLE RANGE OF PLAY OPTIONS, E.G., GIRLS PLAY WITH TRUCKS -- BOYS PLAY HOUSE

4. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ENCOURAGE THEM TO MAKE CHOICES AND TRY OUT VARIOUS ALTERNATIVES

5. THAT YOU WORK WITH CHILDREN IN SUCH A WAY AS TO ALLOW THEM TO USE NEWLY LEARNED CONCEPTS AND SKILLS

6. THAT YOU ENCOURAGE CHILDREN TO HELP TAKE RESPONSIBILITY FOR SOME OF THE DAILY ROUTINE, E.G., SETTING TABLES, CARING FOR PLANTS AND ANIMALS, ETC.

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY IV A)

ASSESSMENT PROCEDURES

1. CLASSROOM OBSERVATIONS

2. TRAINEE/SUPERVISOR CONFERENCES

3. TRAINEE WILL KEEP LIST OF ACTIVITIES THAT SHOW USE OF PERSONS AND MATERIALS REPRESENTING VARIOUS BACKGROUNDS AND EXPERIENCES

SEE FORMS A002, A003, A009 A007, A014 AND A015

V. BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATION.

A. INCORPORATE IMPORTANT ELEMENTS OF THE FAMILIES BEING SERVED, FOOD, LANGUAGE, MUSIC, HOLIDAYS, ETC., INTO THE CHILDREN'S PROGRAM IN ORDER TO OFFER THEM CONTINUITY BETWEEN HOME AND CENTER SETTINGS AT THIS EARLY STAGE OF DEVELOPMENT.

YOU SHOULD KNOW:

TECHNIQUES AND RESOURCES TO EXPAND AND CREATE NEW OPPORTUNITIES FOR COMMUNICATION WITH THE HOME.

YOU SHOULD BE ABLE TO:

USE THE PARENT RESOURCE INVENTORY

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. ENCOURAGES PARENTS TO BECOME INVOLVED IN THE INSTRUCTIONAL AND "CARETAKING" ASPECTS OF THE PROGRAM
2. ENCOURAGES SPONTANEOUS PARENT VISITS
3. WILLING TO ACCEPT AND INCORPORATE PARENTS' IDEAS AND SUGGESTIONS (TO DEGREE FEASIBLE).
4. MAKES A CONSISTENT EFFORT TO RELATE HOME ACTIVITIES TO SCHOOL ACTIVITIES

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT

1. FACILITIES FOR COOKING WITH CHILDREN
2. MUSIC, RECORDS, REPRESENTING THE CULTURE OF THE CHILDREN

HELPFUL RESOURCES

HEFFERNAN, HELEN AND TODD, VIVIAN ED-EDMISTON, ELEMENTARY TEACHER'S GUIDE TO WORKING WITH PARENTS PARKER PUBLISHING CO., INC., NEW YORK, 1969, CH. 1, 2, 3, 5, 6, 8, 10.

HESS, ROBERT D., CROFT, DOREEN J., TEACHER OF YOUNG CHILDREN, HOUGHTON MIFFLIN CO., BOSTON 1972, PP. 72-103.

HILDERBRAND, VERNA, INTRODUCTION TO EARLY CHILDHOOD EDUCATION, MACMILLIAM CO., NEW YORK, 1971.

LEEPER, DALES, SKIPPER, WITHERSPOON, GOOD SCHOOLS FOR YOUNG CHILDREN, MACMILLAN, NEW YORK, 1963, PP. 295-312.

NIXON, RUTH HAND, CLIFFORD L. NIXON, INTRODUCTION TO EARLY CHILDHOOD EDUCATION, RANDOM HOUSE, 1970, PP. 229-240, P. 264.

SPODEK, BERNARD, TEACHING IN THE EARLY YEARS PRENTICE-HALL, INC., NEW JERSEY, 1972, CH. 13, PP. 287-288.

ASSESSMENT PROCEDURES

1. RECORDS OF PEOPLE, OBJECTS, TRIPS TAKEN
2. USE OF PARENT RESOURCE INVENTORY

SEE FORM A009, A015, AND A016

B. ESTABLISH RELATIONSHIPS WITH PARENTS THAT FACILITATE THE FLOW OF INFORMATION ABOUT THEIR CHILDREN'S LIVES INSIDE AND OUTSIDE THE CENTER.

YOU SHOULD KNOW:

AND ACCEPT THE CONCEPT THAT PARENTS HAVE A RIGHT TO BE INFORMED ABOUT WHAT IS HAPPENING IN THE SCHOOL AND BY WHAT MEANS THEY CAN BE INVOLVED IN SCHOOL AFFAIRS.

YOU SHOULD BE ABLE TO:

1. RESPOND TO PARENTS' COMMENTS OR QUESTIONS IN A RECIPROCAL, SHARING MANNER - WARM - SINCERE AND RESPECTFUL
2. EFFECTIVELY COMMUNICATE WITH PARENTS THROUGH FORMAL AND INFORMAL CHANNELS.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU ENCOURAGE PARENTS TO BECOME INVOLVED IN THE INSTRUCTIONAL AND "CARETAKING" ASPECTS OF THE PROGRAM
2. THAT YOU ENCOURAGE SPONTANEOUS PARENT VISITS
3. THAT YOU ARE WILLING TO ACCEPT AND INCORPORATE PARENTS' IDEAS AND SUGGESTIONS (TO THE DEGREE FEASIBLE
4. THAT YOU MAKE A CONSISTENT EFFORT TO RELATE HOME ACTIVITIES TO SCHOOL ACTIVITIES

EXAMPLES OF WAYS OF ACHIEVING THE COMPETENCY

1. FREQUENT PARENT-STAFF MEETINGS
2. PARENT-TEACHER CONFERENCES

HELPFUL RESOURCES

(SEE COMPETENCY VA)

Assessment Procedures

1. Records of Parent-Teacher Conferences
2. Records of other interactions with parents

See Form A017 and A015

C. COMMUNICATE AND INTERACT WITH PARENTS TOWARD THE GOAL OF UNDERSTANDING AND CONSIDERING THE PRIORITIES OF THEIR VALUES FOR THEIR CHILDREN.

YOU SHOULD KNOW:

AND RECOGNIZE THAT PARENTS ARE DIFFERENT FROM ONE ANOTHER AND THAT GOALS AND STANDARDS FOR INDIVIDUAL FAMILIES WILL BE DIFFERENT.

YOU SHOULD BE ABLE TO:

1. RESPOND TO PARENTS' COMMENTS OR QUESTIONS IN A RECIPRICAL SHARING MANNER - WARM - SINCERE AND RESPECTFUL

2. EFFECTIVELY COMMUNICATE WITH PARENTS THROUGH FORMAL AND INFORMAL CHANNELS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU ENCOURAGE PARENTS TO BECOME INVOLVED IN THE INSTRUCTIONAL AND "CARE-TAKING" ASPECTS OF THE PROGRAM

2. THAT YOU ENCOURAGE SPONTANEOUS PARENT VISITS

3. THAT YOU ARE WILLING TO ACCEPT AND INCORPORATE PARENTS' IDEAS AND SUGGESTIONS ( TO THE DEGREE FEASIBLE)

4. THAT YOU MAKE A CONSISTENT EFFORT TO RELATE HOME ACTIVITIES TO SCHOOL ACTIVITIES

WAYS OF ACHIEVING THIS COMPETENCY

1. RESPOND TO INDIVIDUAL DIFFERENCES IN PARENTS

2. PARENT TEACHER CONFERENCES

## Helpful resources

(See Competency VA)

## Assessment Procedures

1. Records of Parent-Teacher Conferences
2. Records of other interactions with parents
3. Use of Parent Enrichment Form

See Forms A015, A017, A018

00118

D. PERCEIVE EACH CHILD AS A MEMBER OF HIS PARTICULAR FAMILY AND WORK WITH HIS FAMILY TO RESOLVE DISAGREEMENTS BETWEEN THE FAMILY'S LIFE STYLE WITH CHILDREN AND THE CENTER'S HANDLING OF CHILD BEHAVIOR AND IMAGES OF GOOD EDUCATION

YOU SHOULD KNOW:

1. RESPECT THE NEEDS AND ATTITUDES OF ALL PARENTS FOR THEIR CHILDREN'S EDUCATION
2. THAT EFFECTIVE TEACHER-PARENT RELATIONSHIP MUST BE BUILT ON THE SHARED CONCERN FOR THE CHILD'S HEALTH, EDUCATION, AND WELFARE
3. THE DYNAMICS OF PARENT-TEACHER COMMUNICATION

YOU SHOULD BE ABLE TO:

1. RESPOND TO PARENTS' COMMENTS OR QUESTIONS IN A RECIPRICAL SHARING MANNER - WARM - SINCERE AND RESPECTFUL
2. EFFECTIVELY COMMUNICATE WITH PARENTS THROUGH FORMAL AND INFORMAL CHANNELS

WHAT THE LAT WILL LOOK FOR IN THE CLASSROOM

1. THAT YOU ENCOURAGE PARENTS TO BECOME INVOLVED IN THE INSTRUCTIONAL AND "CARETAKING" ASPECTS OF THE PROGRAM
2. ENCOURAGE SPONTANEOUS PARENT VISITS
3. YOUR WILLINGNESS TO ACCEPT AND INCORPORATE PARENTS' IDEAS AND SUGGESTIONS ( TO THE DEGREE FEASIBLE)
4. MAKES A CONSISTENT EFFORT TO RELATE HOME ACTIVITIES TO SCHOOL ACTIVITIES

WAYS OF ACHIEVING THIS COMPETENCY

1. PARENTS SHOULD BE ENCOURAGED TO TAKE PART IN TRAINING AND PARENT WORKSHOPS

2. Home visits

3. Include parents in program as volunteers, on field trips and for special learning experiences for children

Helpful resources

(See Competency VA)

Assessment procedures

1. Enrichment Form for Parents use

2. Records of Parent-Teacher Conferences

3. Records of other interactions with parents

See Forms A015, A017, A018

E. RECOGNIZE AND UTILIZE THE STRENGTHS AND TALENTS OF PARENTS AS THEY MAY CONTRIBUTE TO THE DEVELOPMENT OF THEIR OWN CHILDREN AND GIVE PARENTS EVERY POSSIBLE OPPORTUNITY TO PARTICIPATE AND ENRICH THE GROUP PROGRAM.

YOU SHOULD KNOW:

1. AND RECOGNIZE THE EVER EXPANDING ROLE OF THE SCHOOL ENVIRONMENT FOR SERVICE TO THE COMMUNITY
2. AND RECOGNIZE THAT REPRESENTATIVES OF THE COMMUNITY SHOULD HAVE A MEANINGFUL VOICE IN SHAPING THE EDUCATIONAL POLICIES OF THE SCHOOL.
3. THAT COMMUNICATION IS THE KEY FACTOR IN SECURING PUBLIC INTEREST AND SUPPORT FOR EDUCATION.

YOU SHOULD BE ABLE TO:

1. WORK FOR HARMONY BETWEEN SCHOOL AND COMMUNITY.
2. RESPOND TO PARENTS' COMMENTS OR QUESTIONS IN A RECIPRICAL SHARING MANNER - WARM - SINCERE AND RESPECTFUL.
3. EFFECTIVELY COMMUNICATE WITH PARENTS THROUGH FORMAL AND INFORMAL CHANNELS.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU ENCOURAGE PARENTS TO BECOME INVOLVED IN THE INSTRUCTIONAL AND "CARE-TAKING" ASPECTS OF THE PROGRAM.
2. THAT YOU ENCOURAGE SPONTANEOUS PARENT VISITS
3. THAT YOU ARE WILLING TO ACCEPT AND INCORPORATE PARENTS' IDEAS AND SUGGESTIONS (TO THE DEGREE FEASIBLE).

4. THAT YOU MAKE A CONSISTENT EFFORT TO RELATE HOME ACTIVITIES TO SCHOOL ACTIVITIES.

## WAYS OF ACHIEVING THIS COMPETENCY

1. PARENT MEETINGS HELD, PERIODICALLY, WHERE PARENTS ARE IN LEADERSHIP ROLES AND CAN SET POLICY. STAFF MAY BE INVITED TO ATTEND - BUT SHOULD NOT ASSUME LEADERSHIP ROLES.
2. PARENTS ARE ENCOURAGED TO VOLUNTEER IN CLASSROOMS FOR INSTRUCTIONAL ACTIVITIES AS WELL AS FOR PARTIES OR SPECIAL DAYS, ETC.
3. PARENTS ARE ENCOURAGED TO VISIT AND MADE WELCOME BY THE PROVISION OF SPACE FOR THEM TO SIT, LITERATURE, ETC., FOR THEM TO BROWSE THROUGH AND A RECEPTIVE, COURTEOUS MANNER ON YOUR PART.

## HELPFUL RESOURCES

(SEE COMPETENCY VA)

## ASSESSMENT PROCEDURES

1. RECORDS OF PEOPLE, OBJECTS, TRIPS TAKEN.
2. USE OF PARENT RESOURCE INVENTORY

SEE FORM A009, A015, AND A016

VI. CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS.

A. MAKE OBSERVATIONS ON THE GROWTH AND DEVELOPMENT OF INDIVIDUAL CHILDREN AND CHANGES IN GROUP BEHAVIOR, FORMALLY OR INFORMALLY, VERBALLY OR IN WRITING, AND SHARE THIS INFORMATION WITH OTHER STAFF INVOLVED IN THE PROGRAM.

YOU SHOULD KNOW:

1. A VARIETY OF TECHNIQUES FOR EVALUATING THE EFFECTIVENESS OF A PLANNED ENVIRONMENT
2. TO WHOM TO GO TO COLLECT OTHER INFORMATION
3. DIFFERENT METHODS FOR TAKING OBSERVATIONAL RECORDS AND HOW TO USE THE RESULTS OF OBSERVATION, AND OTHER ASSESSMENTS TO PLAN LEARNING STEPS.

YOU SHOULD BE ABLE TO:

1. SELECT APPROPRIATE TECHNIQUES FOR EVALUATION OF PLANNED ENVIRONMENT AND INDIVIDUAL CHILDREN'S RESPONSE TO IT; EXAMPLE - ANECDOTAL RECORDS, CHECKLISTS, OBSERVATION.
2. USE OBSERVATIONS AS A MEANS OF OBTAINING RELEVANT INFORMATION ABOUT CHILDREN.
3. RECORD OBJECTIVELY AND ACCURATELY
4. INTERPRET THE RESULTS OF EVALUATION FOR REVISION OF YOUR ASSUMPTIONS ABOUT THE CHILD AND FUTURE PLANNING.

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT AN ON-GOING EVALUATION IS KEPT OF THE CHILD'S PROGRESS
   A. ANECDOTAL RECORDS ON CHILDREN
   B. EVIDENCE THAT STRENGTHS AND WEAKNESSES OF EACH CHILD ARE ANALYZED

c. EVIDENCE THAT INDIVIDUAL FOLLOW UP ACTIVITIES ARE PROVIDED BASED ON EACH CHILD'S NEEDS

d. EVIDENCE OF AN AWARENESS OF AGENCIES TO WHICH CHILDREN WITH SPECIAL PROBLEMS OR NEEDS CAN BE REFERRED

2. PARTICIPATES IN AND MAKES CONTRIBUTION IN FORMAL AND INFORMAL STAFF MEETINGS

3. THAT THERE IS A SPONTANEOUS SHARING WITH PARENTS AND OTHER STAFF PERSONS OF SPECIAL EVENTS, IDEAS, CHILDREN'S SAYINGS AND BEHAVIOR

EXAMPLES OF SPECIFIC MATERIALS, EQUIPMENT

1. ANECDOTAL RECORDS
2. CHECKLISTS
3. HEALTH RECORDS
4. UP-TO-DATE INFORMATION FORMS

HELPFUL RESOURCES

HESS, ROBERT D., CROFT, DOREEN J., TEACHERS OF YOUNG CHILDREN, HOUGHTON MIFFLIN CO., BOSTON, 1972, PP. 293-302, 316-321, 83-84, 40-44.

HILDERBRAND, VERNE, INTRODUCTION TO EARLY CHILDHOOD EDUCATION, MACMILLIAM CO., NEW YORK, 1971, PP. 217, 314, 12-14, 269, 307-31, 49-65, 293-317.

NIXON, RUTH HAN, CLIFFORD L. NIXON, INTRODUCTION TO EARLY CHILDHOOD EDUCATION, RANDOM HOUSE, 1970, PP. 248-49.

READ, KATHERINE H. THE NURSERY SCHOOL, A HUMAN RELATIONSHIPS LABORATORY FIFTH EDITION, W. B. SAUNDERS COMPANY, PHILADELPHIA, 1971, CH. 9, PP. 2-65.

SPODEK, BERNARD, TEACHING IN THE EARLY YEARS, PRENTICE-HALL, INC., NEW JERSEY, 1972, PP. 319 320, 220-223.

CHILD NEGLECT AND ABUSE PAMPHLET DISTRIBUTED BY THE DEPARTMENT OF CHILDREN AND FAMILY SERVICES FOR THE STATE OF ILLINOIS, CURRENT PRINTING.

ASSESSMENT PROCEDURES

1. EXAMPLES OF RECORDS KEPT ON CHILD
2. DISCUSSION OF THESE RECORDS WITH FIELD SUPERVISOR

SEE FORM A007

B. ENGAGE WITH OTHER STAFF MEMBERS IN COOPERATIVE PLANNING ACTIVITIES SUCH AS SCHEDULE OR PROGRAM CHANGES INDICATED AS NECESSARY TO MEET PARTICULAR NEEDS OF A GIVEN GROUP OF CHILDREN OR INCOPORATION OF NEW KNOWLEDGE OR TECHNIQUES AS THESE BECOME AVAILABLE IN THE GENERAL FIELD OF EARLY CHILDHOOD EDUCATION.

YOU SHOULD KNOW:

1. AND RESPECT THE PROFESSIONAL RIGHTS AND PERSONAL DIGNITY OF OTHER ADULTS
2. AND RECOGNIZE THE CAPABILITIES OF OTHERS
3. THE DIFFERENT ROLES PLAYED BY PERSONS IN EDUCATION - I.E., THE SUPERVISOR, THE PRINCIPAL, TEACHER AIDE, PARENT VOLUNTEER, ETC.

YOU SHOULD BE ABLE TO:

1. SHARE THE LEADERSHIP ROLE WITH OTHER ADULTS
2. WORK EFFECTIVELY WITH OTHER ADULTS
3. ADJUST YOUR THINKING IN LIGHT OF NEW EVIDENCE
4. COMPROMISE YOUR ACTIONS TO FIT THE REALITIES OF THE SITUATION

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU PARTICIPATE IN IN-SERVICE TRAINING, WORKSHOPS, ETC.
2. THAT YOU PARTICIPATE IN AND MAKE CONTRIBUTIONS IN FORMAL AND INFORMAL STAFF MEETINGS
3. THAT THERE IS A SPONTANEOUS SHARING WITH PARENTS AND OTHER STAFF PERSONS OF SPECIAL EVENTS, IDEAS, CHILDREN'S SAYINGS, AND BEHAVIOR.

00128

HELPFUL RESOURCES

(SEE LIST FOR COMPETENCY A6)

ASSESSMENT PROCEDURES

1. RECORD REGULAR STAFF MEETING ATTENDANCE
2. REPORT FROM INSERVICE TRAINING, WORKSHOPS, CONFERENCES
3. LESSON PLANS THAT INDICATE JOINT PLANNING WITH OTHER STAFF

SEE FORM A014 AND PROFILE RECORDS

C. BE AWARE OF MANAGEMENT FUNCTIONS SUCH AS ORDERING OF SUPPLIES AND EQUIPMENT, SCHEDULING OF STAFF TIME (HELPERS, VOLUNTEERS, PARENT PARTICIPANTS), MONITORING FOOD AND TRANSPORTATION SERVICES, SAFE-GUARDING HEALTH AND SAFETY AND TRANSMIT NEEDS FOR EFFICIENT FUNCTIONING TO THE RESPONSIBLE STAFF MEMBER OR CONSULTANT.

YOU SHOULD KNOW:

1. THE POTENTIAL VALUE OF PARAPROFESSIONALS IN THEIR INVOLVEMENT IN THE CLASSROOM
2. THE DIFFERENTIAL ROLES AND JOB DESCRIPTIONS OF THE PARAPROFESSIONAL IN THE CLASSROOM
3. AND ACCEPT THE IDEA THAT SOME TASKS ARE MORE APPROPRIATELY ACCOMPLISHED BY STAFF OR VOLUNTEERS OTHER THAN HEAD TEACHER

YOU SHOULD BE ABLE TO:

1. WORK EFFECTIVELY WITH NON-PROFESSIONALS
2. WORK EFFECTIVELY WITH GROUPS OF ADULTS AS WELL AS INDIVIDUALS

WHAT THE LAT WILL LOOK FOR IN YOUR CLASSROOM

1. THAT YOU PARTICIPATE IN IN-SERVICE TRAINING, WORKSHOPS, ETC.
2. THAT YOU PARTICIPATE IN AND MAKE CONTRIBUTION IN FORMAL AND INFORMAL STAFF MEETINGS
3. THAT YOU ARE ENOUGH AWARE OF THE MANAGEMENT FUNCTIONS LISTED ABOVE THAT YOU GIVE NEEDED AND APPROPRIATE INFORMATION TO THE PERSON RESPONSIBLE FOR CARRYING OUT THE FUNCTION, I.E.

   A) NOTING WHEN SUPPLIES ARE RUNNING LOW AND TELLING THE TEACHER

B) SEEING A SAFETY HAZARD AND REPORTING TO THE TEACHER OR DIRECTOR

C) REALIZING THAT EVENTS ARE OCCURRING IN A HOME THAT NEED TO BE REPORTED TO A SOCIAL WORKER

HELPFUL RESOURCES

(SEE LIST OF COMPETENCY FROM VI A)

ASSESSMENT PROCEDURES

1. RECORDS OF EVENTS, NEEDS, ETC., REPORTED TO INDIVIDUAL RESPONSIBLE FOR MANAGEMENT
2. CONFERENCES WITH SUPERVISORS, FIELD SUPERVISOR, AND/OR INSTRUCTOR

SEE FORMS A007, A010, A021

# Section III

## Assessment Forms

CHECKLIST FOR: ORGANIZES SPACE INTO FUNCTIONAL AREAS RECOGNIZABLE TO THE CHILDREN

Trainee's Name _____ _____ Agency _____

Date _____

| CHECKLIST: INDOORS | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Space maximizes meaningful use of teacher time and energy | | | | |
| 2. Space maximizes meaningful use of children's time and energy | | | | |
| 3. Shape of space allows available number of teachers/ adults to see entire area | | | | |
| 4. Materials are stored close to space of use | | | | |
| 5. Space can be rearranged easily | | | | |
| 6. Amount of space per child meets licensing standard | | | | |
| 7. Amount of space falls nearer minimum requirements of space per child | | | | |
| 8. Amount of space falls nearer maximum requirements of space per child | | | | |

Form A001

| CHECKLIST: INDOORS | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 9. Use of space provides for freedom in choice of activities | | | | |
| 10. Use and organization of space directs children's movement constructively | | | | |
| 11. Indoor space is large enough to permit each child to investigate, explore, and experiment | | | | |
| 12. Locker and storage space is adequate for adults and children | | | | |
| 13. Classroom space, arrangement of furniture, etc. reflects the interests and activities of the children | | | | |
| 14. There is a balance between quiet and active activities | | | | |
| 15. Wall space is usuable and employed for many activities | | | | |
| 16. Space allows for "self-direction" in children | | | | |

Form A001

Assessed by _____

CHECKLIST FOR: ORGANIZES SPACE INTO FUNCTIONAL AREAS RECOGNIZABLE TO THE CHILDREN

Trainee's Name_____ Agency_____

Date_____

| CKECKLIST: OUTDOORS | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Outdoor space meets the licensing standards of the state or local minimum of 75 to 100 sp. ft. per child | | | | |
| 2. The surface of the playground is kept clear of objects such as glass rocks, cans - or any kinds of debris | | | | |
| 3. The playground appears cluttered with too many toys - too much equipment without ample space for child to explore on their own without any "props" | | | | |
| 4. The playground offers a variety in activity | | | | |
| 5. Use and design of outdoor space reflects knowledge of stages of psychomotor development of children | | | | |

Form A002

| CHECKLIST: OUTDOORS | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 6. The outdoor play area has a balance of space in the sun and shade | | | | |
| 7. There is a hard surface area where wheel toys can be used and balls bounced | | | | |
| 8. There is a grassy area for playing, running, etc. | | | | |
| 9. There is an area for digging, gardens, and/or pets | | | | |
| 10. There is a sandbox - or provision for sand play and manipulative activities | | | | |
| 11. There is outdoor space for water play or there is space where water play apparatus can be moved outside | | | | |
| 12. Children are adequately supervised while outdoors | | | | |
| 13. Trainee interacts with children while they are playing outdoors | | | | |

| CHECKLIST: OUTDOORS | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 14. Trainee is an intergral part of the playground activities | | | | |
| 15. Definite limits relating to the use of the outdoor equipment are set, and consistently maintained | | | | |

Form A002

Assessed by _____

CHECKLIST FOR: PLANNED ARRANGEMENT OF FURNITURE, EQUIPMENT AND MATERIALS

Trainee's Name _____ Agency _____

Date _____

| CHECKLIST: Use of Equipment and Materials | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Materials and equipment are for the age levels served | | | | |
| 2. Equipment is placed so as to aid in proper supervision and minimize accidents | | | | |
| 3. There is a variety of play equipment available both stationary and moveable | | | | |
| 4. Equipment is varied in size and difficulty to challenge children and lead to the development of new skill | | | | |
| 5. There is a climbing apparatus indoors for children to use when weather does not permit outdoor activities | | | | |

Form A003

| CHECKLIST: U e of Equipment and Materials | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 6. Equipment is inspected daily for repairs | | | | |
| 7. Staff are persons familiar with maintanance procedures for equipment | | | | |
| 8. Equipment is durable and easily cleaned | | | | |
| 9. The color and size is suitable | | | | |
| 10. Numerous pieces of equipment can be used more than one use | | | | |
| 11. Specific articles can be used by more than one child at a time | | | | |
| 12. Equipment and materials do encourage cooperative play | | | | |
| 13. Equipment and materials do stimulate children to do things | | | | |

Form A003

| CHECKLIST: Use of Equipment and Materials | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 14. Materials and equipment provide opportunities for exploration | | | | |
| 15. Materials and equipment provide opportunities for the teaching of specific skills | | | | |
| 16. Materials and equipment can serve as propo for learning experiences | | | | |
| 17. Materials encourage learning of quantitative concepts | | | | |
| 18. Materials are present that are useful for practice in perceptual and discriminatory skills | | | | |
| 19. Materials and equipment are present which encourage motor control and physical adaptability | | | | |
| 20. Materials are set up for eye-hand coordination | | | | |

Form A003

| CHECKLIST<br>Use of Equipment and Materials | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 21. Materials are set up for small muscle activity | | | | |
| 22. Materials are set up for large muscle activity | | | | |
| 23. Materials are set up to stimulate curiosity | | | | |
| 24. Materials are provided which encourage creative expression | | | | |
| A. Art materials<br>1. Multi-media art materials are provided | | | | |
| 2. Child is allowed to explore and experiment with use of art materials | | | | |
| 3. Trainee knows various uses for art materials | | | | |
| 4. Trainee does not impose her own goals of perfection, etc. on child's expression | | | | |

| CHECKLIST<br>Use of Equipment and Materials | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| B. Music instruments and records<br><br>1. Child is provided with many opportunities for musical expression | | | | |
| 2. There is a balance between music activities i.e., singing and listening, creating and experiences with rhythems and instruments | | | | |

Form A003

Assessed by _____

CHECKLIST: MAINTAIN A PLANNED ARRANGEMENT FOR FURNITURE, EQUIPMENT, AND MATERIALS

Trainee's Name_____ Agency_____

Date_____

| CENTERS OF LEARNING | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Centers are developed or established so that they meet all of the basic educational objectives of the program | | | | |
| 2. The learning centers represent the kinds of activities children will want to participate in daily | | | | |
| 3. The activities in the learning centers address the social needs of the child | | | | |
| 4. The activities in the learning centers address the physical needs of the child | | | | |
| 5. The activities in the learning centers address the emotional needs of the child | | | | |

Form A004

| CENTERS OF LEARNING | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 6. The activities in the learning center are developed as a result of the children's interests | | | | |
| 7. The activities in the learning center are developed as a result of the children's interests | | | | |
| 8. The activities are self-directed (by the child) | | | | |
| 9. Standards are set up for the use of materials of equipment in these areas | | | | |

Form A004

Assessed by _____

CHECKLIST: PROBLEM SOLVING

Trainee's Name_____ Agency_____

Date_____

| | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Some element of problem solving is a part of each activity | | | | |
| 2. The trainee sees the importance of problem solving activities for the child | | | | |
| a. Academic - i.e. environment is such that child can find answers to their questions about life | | | | |
| b. Social - children are allowed to interact and find out answers about themselves and others with a minimum of interference | | | | |
| 3. Self-corrective materials such as puzzles - matching boards, sorting boards, etc., are provided | | | | |

Form A005

0143

| | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 4. Time limits are flexible and minimal to allow for problem solving | | | | |

Form A005

Assessed by _____

CHECKLIST: TAKE PREVENTIVE MEASURES AGAINST HAZARDS TO PHYSICAL SAFETY

Trainee's Name _____ Agency _____

Date _____

| PHYSICAL HEALTH AND SAFETY | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 1. Floors are warm and free from drafts | | | | |
| 2. Drinking fountains, sinks - toilets are low enough for children to reach easily, i.e. water flow is high enough so that child can drink without putting his mouth on fountain | | | | |
| 3. Broken toys with sharp edges, protruding edges and nails, are removed or repaired | | | | |
| 4. Unsteady ladders, splintery boards and blocks, tables and chairs are removed | | | | |
| 5. Sticks, stones, debris - tree roots, stumps or holes on playground are taken care of to avoid accidents | | | | |

Form A006

| PHYSICAL HEALTH AND SAFETY | Yes | No | N/A | COMMENTS |
|---|---|---|---|---|
| 6. Trainee knows how to maintain or regulate temperature, lighting and ventilation | | | | |

Form A006

Assessed by _____

RECORD OF TRAINEE/SUPERVISOR CONFERENCE

Trainee's Name_____Agency_____

Date_____

Trainee Signature_____

Supervisors Signature_____

Form A007

Classroom Observation - Classroom Organization
That Encourage Children to Take Responsibility
For Self and Personal Belongings.

Trainee's Name_____ Agency_____

Date_____

Activity noted:

Describe how trainee provided for or encouraged children to take care of self or personal possessions

Other comments:

Suggestions for change:

Observed by_____

Form A008

CLASSROOM OBSERVATION

Related competency _____

_____

_____

Trainee's Name_____ Agency _____

Date_____

Activity or procedure noted:

Description of trainee's participation:

Other comments:

Suggestions for change:

Observed by_____

A009 (Relate to Form A007)

COMPETENCY: RECOGNIZES UNUSUAL BEHAVIOR
OR SYMPTOMS IN CHILDREN

Trainee Name_____Agency_____

Date_____

| DATE | SYMPTON OR BEHAVIOR NOTED | ACTION TAKEN |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Form A010

CLASSROOM OBSERVATION-DRAMATIC PLAY/UTILIZATION
OF PLAY IMPULSE

Trainee's Name_____ Agency_____

Date_____

Activity noted:

Describe how trainee particpates, organizes play, utilizes children's play impulse:

Other comments:

Suggestions for change:

Form A011 Observed by _____

Record of Art Activities Planned
and Implemented by Trainee

Trainee's Name_____ Agency_____

Date_____

| Activity | Description | Evaluation |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Form A012

## Trainee's Response To Family-Cultural Variations

Name_____ _____ Agency_____ date_____

| Checklist | seldom | never | sometimes | always | comments |
|---|---|---|---|---|---|
| 1. Teacher is familiar with each child's particular family make up, e.g. mother only, two parents, grandparents, etc. | | | | | |
| 2. Teacher provides opportunities for children to show their concept of family-life in role playing situations, etc. | | | | | |
| 3. Teacher is not critical of child's concept of family life if it appears to be different from her own | | | | | |
| 4. Teacher encourages children to be accepting of one another in terms of the differences in the make-up of their families | | | | | |
| 5. Teacher does not show preference for one family life style over another | | | | | |
| 6. Teacher uses instructional materials which can aid in giving a positive view of many different family patterns | | | | | |

Form A013

# CHECKLIST OF CLASSROOM ACTIVITIES AND SCHEDULE

Trainee Name_____ Agency_____

Date_____

| DAILY SCHEDULE | Yes | No | Comments |
|---|---|---|---|
| 1. There is a balance between quiet and active times. | | | |
| 2. There is a balance between indoor and outdoor activities. | | | |
| 3. There are activities planned for children to spend some time alone. | | | |
| 4. There are activities planned for the children as a whole group. | | | |
| 5. The trainee is able to end one activity and introduce a new activity in a free flowing manner. | | | |
| 6. The trainee provides space to list: | | | |
| 1. Large blocks of time with listing of activities for that period and the supplies and prepapation needed for the activity (notes for special activities or assistance for individual children or small groups needing special attention should be included). | | | |
| 2. Plans for routines - toileting, handwashing, lunch, rest. | | | |
| 3. Duties for each of several adults working with groups. | | | |

Form A014

| | Yes | No | Comments |
|---|---|---|---|
| 4. Listing of any special notes to be duplicated for distribution to parents or specific directions to be given to children. | | | |
| **LESSON PLANS** | | | |
| 7. The trainee shows an understanding of sequential learning experiences through his/her accumulated lesson plans. | | | |
| 8. The trainee is able to observe the classroom activity and change lesson plans when necessary. | | | |
| 9. Lesson plans provide for flexibility. | | | |
| 10. Lesson plans allow adequate time for routines - washing, dressing, etc. | | | |
| **PHYSICAL ENVIRONMENT** | | | |
| 11. The trainee provides a physical environment in which children can explore. | | | |
| 12. Physical environment includes: | | | |
| a. water play equipment | | | |
| b. jungle gym | | | |
| c. punching bag | | | |
| d. swing set | | | |
| e. tricycles | | | |
| f. slides | | | |
| g. tree houses | | | |

| | Yes | No | Comments |
|---|---|---|---|
| 13. Space for optimum use of material for growth of the child is provided. (outdoor play space approx: 75 sq. ft. per child for children in attendance more than 2 hours a day.) | | | |
| 14. Are materials to be shared adequately? | | | |
| 15. Is room size adequate for varied materials? | | | |
| 16. Is there adult supervision which makes possible varied activities? | | | |
| 17. Do small amounts of materials limit the children's experience? | | | |
| 18. Is indoor and outdoor environment safe? | | | |
| a. Free of hazards such as hot pipes, radiators, unprotected stair wells, | | | |
| b. Fenced yards | | | |
| c. Safe yard surface - free from glass, etc. | | | |
| PROVIDING FOR INDIVIDUAL DIFFERENCES | | | |
| 19. Do the children have a variety of materials available to them? | | | |
| 20. Do the materials provide experiences to meet individual needs? | | | |
| a. Wheel toys of different sizes? | | | |
| b. Puzzles and games of varying difficulty? | | | |

| | Yes | No | Comments |
|---|---|---|---|
| 21. Does the trainee recognize individual and group needs and meet these needs before confusion arises? | | | |
| 22. Does the trainee demonstrate: | | | |
| a. Knowledge of background with insight into a particular child. | | | |
| b. Acceptance of child with understanding of basic drives. | | | |
| c. Knowledge of child's particular needs (need to be accepted, to be independent, to have limits, etc.) | | | |

Form A014

Observed by: _____

## Record of Use of Persons, Materials, or Places (Field Trips) Representative of Various Backgrounds or Experiences

Trainees Name_____ Agency_____

Date initiated_____

| List person, place, or material | Describe | Date |
|---|---|---|
| | | |

Form A015 Field Supervisor_____

A Suggested Form for Your Use

## Parent Resource Inventory

Name (Mr.)_____ Name (Mrs.)_____

Occupation_____

Business Phone_____

Home Phone_____

Children's name(s) and age(s)

_____

_____

_____

_____

We would like to know more about you because each parent has something special they can do for the program. Please add any information that you think would be helpful. Return the form to Head Start as soon as possible. Thank you for your help.

What Can You Do?

Indicate activities, special interest or hobbies.

Art (Mr.)_____ Music (Mr.)_____

(Mrs.)_____ (Mrs.)_____

Religion (Mr.)_____ Hobbies (Mr.)_____

(Mrs.)_____ (Mrs.)_____

Sports (Mr.)_____ Crafts (Mr.)_____

(Mrs.)_____ (Mrs.)_____

Form A016

Foreign Languages (Mr.)_____ Travels(Mr.)_____

_____ (including military service)

(Mrs.)_____ (Mrs.)_____

Former Occupations (Mr.)_____ Special Interests (Mr.)

_____ _____

(Mrs.)_____ (Mrs.)_____

_____ Misc. (Mr.)_____

Misc. (Mrs.)_____

Special Abilities to Assist in School

typing_____ Making games and activities

_____ _____

Library books _____ Nurse's records helper___

_____ _____

Tutoring_____ Storyteller_____

_____ _____

Filing_____ Making tapes for listening

activities_____

Other_____

_____

Please add any comments you may have:

Form A016

30130

## Parent Conference

Trainee _____ Agency _____

Date _____

Reason for conference:

Number of conferences held with this parent to date _____

Number of
Informal visits _____ Formal visits _____

Points actually discussed:

Parents' response to suggestions and ideas:

Parents' suggestions:

Expected outcome as a result of conference:

Form A017

## Assessment Form

## Parent Enrichment Form

Trainee_____ Date_____

Type of Enrichment one

workshop___ conference___ field trip___ in-service___

special meeting___ parent education program___

parent teacher conference___ other_____

Date of event_____ place_____

Number of parents attending_____

Number of parent involved in planning_____

Number of parents involved in active participation_____

Parent response to Enrichment Activity

A. In terms of the value of this enrichment activity for the parents, please check one of the categories below and reasons for your evaluation.

Excellent Good Fair Needs improvement

Reason:

Trainee_____

Supervisor_____

A018

30452

SELF CONCEPT

Trainee_____ Date_____

Agency_____

Part A

| | never | seldom | occasion-ally | always | comments |
|---|---|---|---|---|---|
| 1. Does the trainee recognize behavior which can be attributed to cultural differences | | | | | |
| 2. Is the trainee sensitive and understanding in her approach to the child | | | | | |
| 3. Does the trainee show positive support for each child's cultural or ethnic background | | | | | |
| 4. Is the trainee consistant in her response to children | | | | | |
| 5. Does the trainee see the child as an individual as well as part of a group | | | | | |
| 6. Is the trainee able to control her own emotions in various situations | | | | | |
| 7. Does the trainee view her relationship to children in a positive manner | | | | | |

Form A019

| | never | seldom | occasion-ally | always | comments |
|---|---|---|---|---|---|
| 8. Does the trainee's speech and behav ior illustrate a respeect for the rights of child-ren and other adults | | | | | |
| 9. Is the trainee able to patiently allow for the child's many child-like de-mands and moods | | | | | |
| 10. Is the trainee realistic in her approach to various real-life situations | | | | | |

Form A019

SELF CONCEPT

Trainee_____ Date _____

Agency_____

Part B

| CHecklist | never | seldom | occasionally | always | comments |
|---|---|---|---|---|---|
| 1. Are the classroom activities geared towards encouraging exploration and experimentation | | | | | |
| 2. Is the trainee aware of the grouping techniques which will bring optimum success to her learning activities | | | | | |
| 3. Does the trainee use praise as a motivational factor with the child | | | | | |
| 4. Is the trainee able to express and share in the child's excitement over a discovery, etc. | | | | | |
| 5. Does the trainee use many different ways of reaching the quiet or withdrawn child | | | | | |

Form A020

| Checklist | never | seldom | occasion-ally | always | comments |
|---|---|---|---|---|---|
| 6. Does the trainee engage in verbal exchange with the child, but without dominating it | | | | | |
| 7. Does the trainee encourage the child to talk about his feelings and express his ideas | | | | | |

Form A020

SELF CONCEPT

Trainee_____ Date_____

Agency_____

Part F

| | behavior seems to indicate she does | behavior seems to indicate she does not | comments |
|---|---|---|---|
| 1. Does the trainee seem to know when a child needs special care and require a specialist or agency to handle this care | | | |
| 2. Is the trainee aware of the resources available to her in terms of consultants, supplementary personnel, service agencies, etc. | | | |
| 3. Is the trainee willing to go through channels to get the desired results or answers to problems | | | |
| 4. Is the trainee familiar with the various forms, and records kept on a child | | | |

Form A021

Record of Events, Needs, etc.
Reported to Individual Responsible for
Management

Trainee_____ Agency_____

| Event, Need, etc. Reported | Date | To Whom Reported | Result |
|---|---|---|---|
| | | | |

Form A021

# General Bibliography

Malcolm S. Host and Pearl B. Heller, Day Care Administration, U. S. Department of Health, Education, and Welfare, Office of Child Development, 1971.

Mattick, Ilse and Francis J. Pepkins, Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center, Day Care and Child Development Council of America, 1401 K Street, N.W. Washington, D.C. 20005, Revised, January, 1973.